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# The Playground

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JANUARY, 1927

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Leisure and Government      By Honorable John G. Winant

The Church and Wholesome Play  
By Rt. Reverend William T. Manning

Leisure and the Church      By Rabbi Abba Hillel Silver

Leisure and the Church      By Reverend J. J. Curran

Play Problems of Girls      By Agnes Wayman

How to Celebrate Washington's Birthday

Vol. 20

January, 1927

No. 10

# The Playground

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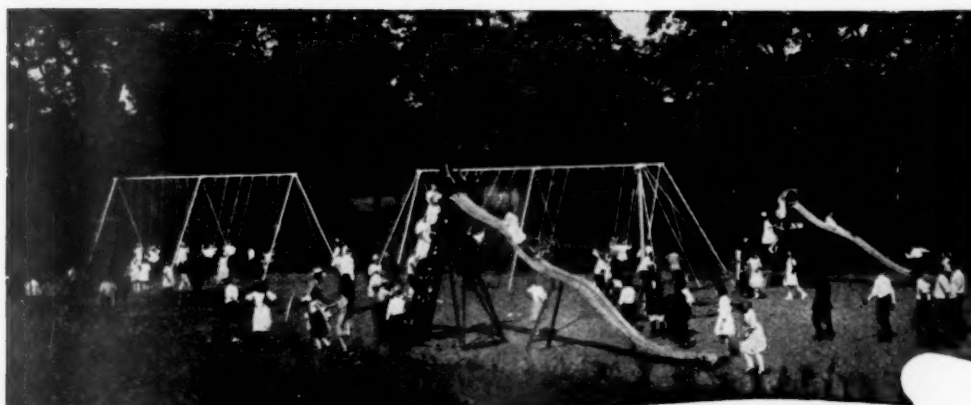
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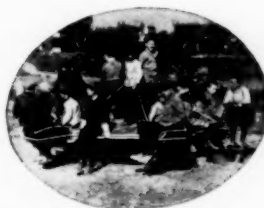
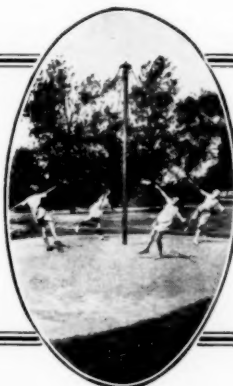
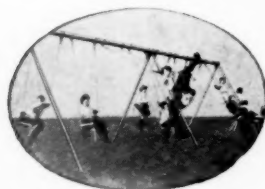
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to him thereunder.

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*Grace Lammiman*  
*Elizabeth Chamberlain*

WITNESSES

*Joseph P. Chamberlain*  
*John Chamberlain*



*Angela Fairbank*  
*Mary Kirkford*



# The Playground

VOL. XX, No. 10

JANUARY, 1927

## The World at Play

**Aberdeen Receives Fourteen Acres.**—John C. Simmons, one of the pioneer citizens of Aberdeen, South Dakota, has given the city a tract of land of fourteen acres valued at \$20,000. This land, adjoining the four acre plot purchased for the South Side School, will be used as an athletic field and playground. The field in its present form has already been used for football games and will be put in permanent shape in time for spring sports.

**London Has a New Park.**—The new Stanley Park at Blackpool, opened recently by the Earl of Derby, provides for the recreational needs of the modern generation. There is a county cricket ground with seating accommodation for approximately 25,000 spectators and six bowling greens with a pavilion. In addition, there are thirty-two tennis courts, an 18 hole golf course over 6000 yards long and a boating lake covering 26 acres. The large oval sports ground contains a cinder track and pavilion, an 18 hole putting course, 14 football grounds and three junior sports grounds complete the equipment.

**\$1,000,000 Park Plan.**—The Westchester County Park Commission has taken steps to replace its buildings at Paradise Park and Rye Beach, recently destroyed by fire, by a new and model amusement park. It is estimated that almost \$1,000,000 will be spent for the erection of new dance halls, bowling alleys, amusement devices, and one of the largest bath houses in the country.

**Orlando, Florida, Forges Ahead.**—Thomas W. Lantz, Superintendent of Public Recreation, Orlando, Florida, reports that 3000 white people recently heard four young colored men singing negro spirituals at Lake Eola Park, Orlando. It was a genuine interpretation of negro music—real melody, without accompaniment.

Orlando has recently built a half million dollar

auditorium which will be used for plays, pageants, musicals and similar events.

**Sacramento's Winter Program under Way.**—George Sim, Superintendent of Recreation, Sacramento, California, reports the winter season program well under way with 48 teams lined up for winter baseball, 20 soccer teams scheduled in the High School and Municipal Division, 18 basketball teams, playing in two divisions, 135 pounds and unlimited weight, and an unusually busy season for the Municipal Symphony Orchestra and Chorus.

**An Encouraging Budget in Winter Haven, Florida.**—The city of Winter Haven, Florida, has appropriated to the Department of Public Recreation, of which August Fischer is superintendent, \$15,000 for the coming year. This appropriation was made in the face of drastic cuts in all departments and of the general feeling on the part of the community that taxes should be reduced.

**A Year Old.**—The Recreation Board of Lincoln, Nebraska, of which Earl Johnson is Director of Activities and Erna Bunke Assistant Director, in its first annual report emphasizes the extensive service activities which have been an important part in its work.

"There have been," the report states, "195 social recreation programs planned and promoted at the Orthopedic Hospital, penitentiary, churches and other organizations. Four hundred and fifty-one requests have come for definite service in planning costumes, menus, decorations, parties, stunts and picnics. These requests have come from stores, schools, churches, clubs, civic organizations and private individuals."

Gypsy storytellers have been organized who cooperate with various children's institutions and mothers have been instructed in play for the home. In addition, the program has included dramatics,

music and activities of all kinds at the playgrounds and the training of leadership.

**Stanford Park's Winter Program.**—The West Chicago Park Commissioners have issued their winter schedule for Stanford Park, giving definite information about the periods during which certain activities will be held. Under the men's gymnasium department are listed activities for groups known as Teenie Weenie (ten to eleven years and twelve to thirteen); Grammar A and B; Junior High; Junior, Employed, and Seniors. Boxing and racing, general gymnastics and apparatus and league tournaments are among the activities scheduled.

The women's gymnasium department will conduct activities for "Baby" classes (one-seven-ten years), and for girls between the ages of ten to twelve and twelve to fourteen. The activities outlined include a special dancing class, low organized games, high organized games and mat games. Girls over sixteen years of age and neighborhood business girls will have their classes.

The schedule of the Recreation Department includes table games for boys and girls, handcraft for girls, free play, dramatics, a fencing class, junior and senior social and a mother's club.

**Evening Gymnasium Classes Grow Popular.**—The Recreation Department of Sacramento has organized a number of gymnasium classes for women, the program of which consists of setting-up exercises, deep breathing exercises, simple drills, dance steps, singing and running games and simple competitive sports. Each class is limited to fifty individuals. No membership fee is charged.

**Visitors' Night Increases Attendance.**—In order to increase interest in the Municipal Chorus of Sacramento, George Sim, Superintendent of Recreation, has set aside one night as "Visitors' Night" when each member is asked to invite to attend some one who might become a member.

The Municipal Chorus reports splendid progress. The four units now have a total membership of 835 people.

**Miniature Airplane Enthusiasts.**—The Kansas City Public Schools now have an aviation specialist going from school to school teaching the boys how to make and fly tiny flying machines. This instructor meets from 100 to 300 different boys each week. This is said to be the only school

system in North America having aviation taught in the elementary school manual training classes.

**Lynchburg Boys Compete in Football Events.**—Competitive football events have been a feature of the fall program on the Lynchburg, Virginia, Playgrounds. Preliminaries were held on November 22nd, 23rd, and 24th, with finals on November 26th. Events, which were run in three classes—midgets, boys, juniors—included the following: Punt for distance; drop kick for distance and forward pass for distance.

1—Drop kick was started on the 5 yard line and dropped back 5 yards each time.

Three trials were allowed for each line. A boy was disqualified who missed 3 successive times from any one line.

2—Three punts were allowed, the longest one to count.

3—Three passes were allowed, the longest one to count.

Three entries for each team were allowed in the finals.

**Baltimore's Junior Golf Course.**—The Playground Athletic League has developed a Junior Golf Course at Druid Hill Park Playground. Five holes, each about twenty-five feet apart, are dug in the ground and flags put up at every hole. Around each hole, a foot away from it, is drawn a square. The golf ball is set on the line and with a hockey stick—old hockey sticks have been found for the use of the clubs—it is driven into the hole. The ball is taken out and set on the other side of the square. Then, the game really begins. The ball must be driven as near the next hole as possible, strokes being counted as in regulation golf. For bunkers there are ruts and hills.

So popular did this course prove that another with holes about 100 feet apart was constructed for the older boys and girls.

**On Reading for Boys.**—Ten immortal books for boys were added to H. G. Wells' ten immortals in adult literature by John Martin, editor and publisher, in a recent lecture before the Columbia-Boys' Club Federation students. Stevenson's *Treasure Island* and *Kidnapped*, Kipling's *Jungle Books*, I and II, Howard Pyle's *Robin Hood* and *Men of Iron*, Defoe's *Robinson Crusoe*, Conan Doyle's *White Company*, Blackmore's *Lorna Doone*, and Wyss's *Swiss Family Robinson* were the ten listed by Mr. Martin.

"Boys of immigrant parentage and boys from

comfortable homes are much the same in their potential souls. Books are the soul-storage plants of ages. The right books may light the soul fires of boy life that will last through life. They are the restorers of harmony in our nerve-racking jazz age. They help the boy to take the even step and form the even thought in his progress in life," said John Martin.

"Don't try to force boys to read. Don't give them 'moral' books. Don't be sentimental in your attitude about the right books. Keep good books where they can get at them readily. Read them yourself. You will find the boy will turn to them in preference to trash."—From Boys' Club Federation News Bulletin.

**Toys as Christmas Gifts.**—Last year under the leadership of the Bureau of Recreation, Board of Education, Chicago School Playground children made 3,000 Christmas Toys, which were distributed through philanthropic agencies. No rewards or medals were given for producing the best work; the children entered the activity for the pure advantage of it.

**A Poster Contest.**—Junior and High School students throughout the United States are invited to compete in a poster contest under the auspices of the Near East Relief which is anxious to secure posters that will interpret the humanitarian work being carried on by this organization in Armenia, Syria, Greece and Palestine. The Honorable Henry Morgenthau is offering \$1,000 in prizes—three national prizes and an award for the best poster submitted in each state. All posters are to go to the state directors of Near East Relief and must be in by March 15, 1927.

Further information may be secured from the Near East Relief, 151 Fifth Avenue, New York City.

**A Dads' Club.**—A "Dads' Club" has been organized at Lynwood Playground, Columbus, Georgia, and the fathers have devoted a good deal of time to work as well as play. As a result seats have been built and an attractive entrance gate set up. This gate is of lattice type and has the words "Lynwood Playground" over it.

**Drama Happenings in Greenville.**—On November 19th, at the Annual Banquet of the Greenville, South Carolina, Chamber of Commerce, a pageant "This Is Greenville" was produced with a cast of five hundred people.

The pageant was a review of the assets of Greenville and presented the music and the scenes of yesterday and today; Greenville was presented as a city leading industry, business and education. Miss Nina B. Lamkin, in charge of the Division of Health and Education of the Parker School District, directed the pageant.

On November 22nd, The Greenville Artists' Guild gave its first production consisting of three one act plays—*A Woman of Character* by Estelle Aubrey Brown, *The Sham* by Frank G. Tompkins and *The Twelve Pound Look* by Sir James M. Barrie. Miss Lamkin directed the plays.

**Safety City.**—Here is a game for the home which will add interest to the teaching of safety precautions. It consists of a map—a board with a complete picture of a beautiful city, a guide—a board equipped with an indicator and four figures representing members of a family. The four players start from their respective locations—office, market and school. The individual reaching home first wins the game.

Information regarding the game may be secured from Miss Rose Haibloom, 1566 Macombs Road, New York City.

**Playground Safety League.**—"In cooperation with the Chicago Motor Club," says Miss Ruth H. Larson, in an article entitled "Putting the Playground on a Par" in the September Educational Review, "the School Playground Safety League was promoted by the Bureau of Recreation and 45,000 children from seven to fourteen years of age have signed the following pledge and are now wearing the League Official Button":

I pledge my honor to obey and accept the following rules of the Playground Safety League:

1. Look to the right and to the left before crossing a street
2. Not to hang on wagons, automobiles, or trucks
3. Not to run on the street after a ball without first seeing that no vehicles are coming along
4. Not to play too close to swings, giant strides, or other play apparatus in motion
5. Not to throw stones or glass on the street or playground. Prevent breaking of windows
6. To be always alert to prevent other children from endangering themselves
7. To report to the playground instructor any violations of the rules

**Junior Police in Chicago.**—"We, as Play-



ground Junior Police, will never bring disgrace to this, our playground, by any act of dishonesty or cowardice, nor ever show disrespect to our fellow police and officers; we will assist in every way possible those in authority at the playground; we will fight for the ideals and social things of the city, both alone and with many; we will revere and obey the city's laws, and do our best to incite a like respect and reverence in those above us who are prone to annul and set them at naught; we will strive unceasingly to quicken the Junior Citizens' sense of civic duty; to protect the property and rights of others; to defend the weak; to insist on Fair Play, that, thus, in all these ways, we may ourselves become useful citizens of tomorrow, and, by example, influence others to do likewise."

This was the oath taken by 493 patrolmen at a public presentation held before Morgan A. Collins, Chief Superintendent of Chicago Police. The Junior Playground Police Force was established on the school playground to aid instructors in matters of discipline as well as to develop civic responsibility and self-government.

**Inexpensive Equipment.**—P. V. Gahan, Superintendent of Recreation, St. Petersburg, Florida, suggests that inexpensive equipment for field hockey consists of roller polo sticks—Spalding No. C, which may be secured for \$0.25, and a 12 inch playground ball which costs \$1.50. The Recreation Department of St. Petersburg has seven grade school teams of girls playing hockey with this type of equipment, and it is being found very satisfactory. These same polo sticks have been used in a tin can golf tournament on the St. Petersburg Playground.

Another inexpensive form of entertainment, which the Department is putting on this winter at church parties, adult club parties and with children, consists of a toy symphony orchestra, in which the following equipment is used: 24 ten-cent cowbells; 30 canary warblers (the kind that fill with water); 12 sirens; 6 tin whistles; 12 xylophones; and 6 drums. All toys are purchased in the 5c to 25c stores. A piano, violin, banjo and similar instruments are used to carry the melody.

**Backyard Play in Buffalo.**—One of the latest undertakings of the Buffalo City Planning Association, Inc., is the promotion of backyard playgrounds, and a special committee on backyard

playgrounds, of which Frederic Almy is chairman, has been appointed.

"Our children," said Mr. Almy in a recent letter to members of the proposed Advisory Committee on Backyard Playgrounds, "should have a chance to compete with the ash cans and clothes posts which sometimes monopolize the backyards. With such backyard deserts as are too often seen it is no wonder that even little children take the dangerous streets for play. A few pieces of inexpensive home-made play apparatus can change a desert into a play oasis which will supply health and fun for a whole family. Little tots who cannot safely make their way to a public playground are especially in need of home playgrounds."

**Alms House to Become a Recreation Center.**—The Town Commissioners of Belleville, New Jersey, have turned over to the Recreation Commission of that town the old alms house property consisting of a three story brick house with cellar and a large tract of land. The gift was unanimously accepted by the Commission and repairs on the property have been ordered.

**An Enthusiastic Delegate.**—One of the most interested and happy delegates at the recent Recreation Congress was the representative sent by the Girls' Club of Torrington, Connecticut, who came with Miss Marguerite Wilson, Superintendent of Recreation. The members of the club made a real sacrifice to make it possible for their representative to go, but they have felt amply repaid by the interest and enthusiasm which she has injected into the membership and the program since her return from Atlantic City.

**A Recreation and Social Leadership Training Course in Montreal.**—Under the auspices of the Education and Recreation Division of the Montreal Council of Social Agencies, the citizens of Montreal were given the opportunity to attend a Leader's Training Course held Monday evenings from November 15th through December 6th. The purpose of the course was to help train leaders for recreation in churches, settlements, Y. M. C. A., Y. W. C. A., and other groups. The faculty was made up of workers from local agencies and from the Theological College and the McGill University.

# Leisure and Government\*

BY

HONORABLE JOHN G. WINANT

*Governor of New Hampshire*

Perhaps the best brief tract that it has ever been my pleasure to read on recreation was written by an English statesman and delivered at Harvard College. Grey of Falloden was the author, and if I may I shall read a brief extract from it:

"Let it be admitted that recreation is only one of the things that makes for happiness in life. I do not even recommend it as the most important. There are at least four other things which are more or less under our own control and which are essential to happiness.

"The first is some moral standard by which to guide our action.

"The second is some satisfactory home life in the form of good relations with family and friends.

"The third is some form of work which justifies our existence to our own country and makes us good citizens.

"The fourth thing is some degree of leisure, and the use of it in some way that makes us happy."

In a letter written by Mr. Page, the American Ambassador to England, dated May, 1914, he comments on the English aristocracy:

"Here they are, in many respects the finest flower of British civilization. Physically, they are remarkable. The noble families of this Kingdom have practised eugenics pretty well for centuries. I imagine that the noblemen of this generation, on this island, include more first-class men than those of any preceding generation. The idea, more or less popular in the United States, that they are playing out, is wholly wrong."

"In my judgment, the success of the British Empire is due in no small measure to the genius of the English in intelligently using their leisure, and it is, I take it, our desire to give to every boy and girl in America all that is best in building up the mind and the body and the soul."

My own experience is very limited—provincial, I would say. But in dealing with this problem of leisure or play, I have found that we, in New

Hampshire, have been confronted with certain problems that might be common to us all.

## THAT ALL MAY ENJOY THE SHORES

Realizing that we are the Switzerland of America, we have invited people from all sections of the world to visit with us. And as they have come into our state, as we have been delighted to welcome them there, we find that many of our lakes, for example, are today almost entirely and often entirely controlled by non-residents. People living in a village, within a stone's throw, almost, of some charming fresh water lake, have neither access nor egress to a body of water that they and their forebears have been used to considering as common property.

And so we have come to realize that even in a state in which the population is not great, per square mile, it is necessary for us to set off some shore line. And then we have found out, also, that it is necessary to do more than that—we must police the property, the common shore line that we do set out. What is true of our lake country is also true of our nineteen miles of shore line.

In most of the larger cities of my state, we have established playgrounds. Playgrounds, as all other good things, follow a campaign of education. It is very difficult for a boy who has done no more than look out into the backyard of a crowded city tenement, to conceive of playing polo, for example. It is just as difficult, my friends, for a boy who has seen a National League Baseball game, to conceive of laying out a field in a cow pasture. You have to have initiative and leadership in order to assist young America to work out adequate playgrounds. And the higher our standard has been, whether in baseball or football, and the more complete the equipment, the less likely is the boy or group of boys to attempt to construct something that will permit them to play a similar game.

## PROVIDING DESIRABLE PLAY ACTIVITIES

One thing that we have done, which perhaps you may be interested in, has been to establish travel-

\*Address given at Recreation Congress, Atlantic City, N. J., October 18-22, 1926.

ing libraries. The state supports these circulating libraries. We cannot afford attendant librarians, so the books have to sell themselves. Curiously enough, we have found that brightly covered books will enormously increase the demand for the old books—books that have stood the test of time. This is particularly true among the young people.

Some years ago I taught school, and I found that the boys were taking those tin erasers we had, and making automobiles of them, and airships, and their desk tops looked like the terrain of the White Mountains. And so, for some short while, we followed the traditional punishments. And then, perhaps remembering James' *Moral Equivalents*, we decided to set up a work-shop. And the boys stopped turning their erasers into automobiles and ceased carving their desks, and to their own satisfaction and the pride of their parents they built things that were useful.

You can turn energy into useful channels, so long as you intelligently direct it.

For that reason, the Mayor of Milwaukee attributed to the playgrounds the cutting down of juvenile delinquency in that city. The Mayor figured the cost of police protection and its relation to recreation, in dollars and cents, and on his figures he finds that he could finance a playground, throughout the city, within a half mile of every child.

Eighty percent of the crime in the City of New York is committed by persons under twenty-two years of age, according to the 73rd Annual Report of the Children's Society. The report also says that last year the city spent more than \$40,000,000 to protect life and property through police courts and homes of detention. Every inmate of a jail or correction institution cost the city at least six hundred dollars a year.

Again, a statement taken from the Newark *Star Eagle*: The average age of criminals today is six years less than it was in 1913. Today a larger percentage of crime than ever before is committed by boys between seventeen and twenty-one. What is true in this section of the country is also true in New England.

You hear much about city playgrounds and supervised play. You do not hear too much. The right kind of playgrounds and the right kind of supervision will have a quick and definite effect on criminality. Crime is not committed by boys and girls who have a chance for clean play.

We probably live in a pleasure-seeking age. Too

many young people, out of their own experience, know that it is not always a pleasure-finding age. The world has been speeded up. Temptations have been multiplied. Crowding in our cities has placed new restrictions upon the child. Machinery has, in a large measure, robbed work of its personal satisfactions.

We must meet the problems that are the result of these changing conditions; unless we are willing to admit that the forces of darkness will be always wiser in their generation than the children of light. If life, liberty and the pursuit of happiness are the ends for which governments are created, surely the opportunity to use leisure that we may prolong life and to play that we may better understand the rights of others, and to do both so that our children and ourselves may enjoy greater happiness, lies well within the province of the State.

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## Hamilton Wright Mabie Memorial Playground

Dignity, simplicity and beauty characterized the dedication of the Hamilton Wright Mabie Memorial Playground at Summit, New Jersey, made possible by funds subscribed by the citizens of Summit and administered by the Mabie Memorial Playground Association. The dedication was also the occasion of the presentation of the ground to the city of Summit by the Association.

The dedication address was given by Lawrence Abbott, Editor of *The Outlook* and a close personal friend of Dr. Mabie. Mrs. Mabie responded with a few words of appreciation. The official presentation of the ground to the city was made by Colonel Carroll P. Bassett, President of the Association, and received by Mayor George D. Cornish.

The magnificent trees shading the ground, its location opposite the civic center, its natural features to which have been added modern equipment, tennis courts and an artistic shelter house, make this playground unusually beautiful and serviceable. It is a most fitting memorial to a man whose life long interest in children is evidenced by the number of books he wrote on child life. This appreciation of Dr. Mabie is expressed on the tablet

(Continued on page 576)



# The Church and Wholesome Play\*

By

RT. REV. WILLIAM T. MANNING

*Bishop of New York*

It gives me very great pleasure to be present at this Congress, for your Association is, I feel, rendering an important service by focussing public attention upon the necessity of leisure and recreation in the lives of our people.

One of the most striking features of our modern life is its restlessness, its ceaseless drive and push and pressure. And often this restless over-activity is quite needless and without any real aim or reason.

Thomas Huxley used to tell of a visit that he made to Dublin to address an educational association there. His train was late in arriving and he jumped into a cab and said to the cabman: "Drive fast." After traveling some distance, Mr. Huxley realized that he had not given the driver any address. He called out to him: "Where are you driving?"

"I don't know where I'm driving," the man said, "but anyhow I'm driving fast."

It is so with much of our life today. We Americans, especially, need to give thought to this matter. One of our chief national sins is the sin of hurry. Almost all of us are going at high pressure and are trying to do more than we can well accomplish. Certainly, as a nation we need the message which you are sending out from this Congress, the message that leisure and recreation have their important place in life.

First—We need leisure and recreation for the sake of our bodies—our physical lives.

## THE CHURCH SHOULD SANCTION SPORT

There is great significance in the term that we use for our leisure and our play. We call it recreation. And so it is. It makes us over, refreshes and cheers us, gives us new life and spirit for our higher tasks. It has a direct bearing upon our moral and spiritual development. And so I feel that the Church should give its open sanction and blessing to clean and wholesome sport. It is right for us to preach the Gospel of Work, but we need also to preach the Gospel of Play.

I hold that wholesome recreation and amateur sport may have its right and proper place on Sun-

day, provided it does not take the place of prayer and worship on that day.

Let me try to make myself quite clear on this point, for I have sometimes been a little misquoted in regard to it. What I say is that our sports and recreations are, in their own proper place—please remember that, because those are the words they so often leave out—as truly acceptable and pleasing to God as our prayers and our worship. But it is not right to give to recreation the hours that belong to worship. For a full and true life, we need both.

The instinct for play is as divinely planted in human nature as the instinct for work and the instinct for worship. The Church must not merely tolerate clean sport and recreation, but give them its glad and open blessing. And so, I rejoice that we are to have a Sports Bay in the Cathedral of St. John the Divine, as a symbol of the Church's sympathy—and, of course, I am using the Church in its largest and most comprehensive sense—with sport and recreation and with all that is good in human life.

There isn't anything in connection with the Cathedral that has brought forth the same wholehearted response from far and near—far beyond the limits of our own country—as that particular thing. I had a letter only recently about it, from a physician in Germany, saying that they had had a good deal of trouble in holding their young people near enough to religion, and holding religion near enough to them. And he wondered if this might not be the way out. So he took the trouble to get our Consul to send an endorsement of him, as the leading man in his community, asking me to send him more particulars about this thing. I thought that was very interesting.

And only a day or two ago, we received a letter from a young man in Japan, very much interested in tennis, saying how much this appealed to him, and he wanted to make a contribution and have his little share in it.

The place of sport and recreation is a real one in life, and whatever stands for the wholesome relation between that and religion is bringing us nearer to the lives of our younger people and help-

\*Address given at Recreation Congress, 1926.

ing them to understand the relation of the Church to the whole of life.

#### LEISURE ESSENTIAL TO CULTURE

Second: Leisure is essential for the growth and development of our intellectual life. We can have no culture without this. I believe that our present failure to produce great painters, great musicians, great poets and writers is due, in large part, to the lack of leisure in our life. When I was in Italy a few weeks ago, in Florence, I asked myself how it was possible for the people of that city to produce the glories of art which one finds there on every hand, and to make such an unequalled contribution to the true riches of the world. And I realized that it was because they took time for those higher things of life which cannot be attained without a proper degree of leisure. And may I say that I sympathize with the desire of the labor men in our land to secure shorter hours, so that they may have time for their intellectual and cultural development.

Our economic life ought to be so organized, and in time will be so organized, that every man, whatever his task or calling, will have time for the development of his higher life. No human being ought to be debarred from such opportunity. Every man and woman, in every line of work, should have time enough for this. When we become wise enough to see this, labor will take on its true dignity and our labor men will do finer work and more work than ever before.

I am glad, therefore, that William Green, the present wise and able President of the American Federation of Labor, is emphasizing this, from the standpoint of the right of the men to have an opportunity for their cultural development, as a matter to be kept in view and brought about in due time.

#### LEISURE IS ESSENTIAL TO SPIRITUAL LIFE

Third: Leisure is essential for the development of our souls, our spiritual lives. One reason why many people today fail to find any true help in their religion is that they give too little time to it.

If our religion is to mean much to us, we must have time in our lives for thought, for prayer, for worship, for fellowship with God. If it is true, as we are told, that some sixty millions of our people in this land are not identified with any form of religion, this is not because they have rejected religion, or are opposed to it; it is largely because religion has been crowded out of their thoughts

and lives by other things. They are so busy that they have lost sight of the one thing which gives meaning to human life and makes it great. They have left no time in their lives for God.

The message that I should like to send out from this gathering to all whom my voice can reach is this:

Let us stop living our lives in a hurry. The consequences of our present over-activity are more serious than we realize. If we are living under too high pressure, the quality of our work is certain to suffer, and the quality of our lives and characters will suffer also.

Our journey through this world is a short one. Let us take time for the things that are most worth while—time for thought; time for the best books; time to do our daily work well, whatever it is, time for our friendships, time for play and prayer and worship—time for friendship with God.

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## Country School District Has Open-Air Theatre

By taking advantage of a natural amphitheater in a maple grove, the Hopson school district community in Herkimer County, New York, has provided itself with a successful out-of-door theater with practically no outlay of money, says the Extension Service News of the New York State College of Agriculture of Cornell University.

The theater is just back of the schoolhouse, where the gentle slope of the ground provides the equivalent of tiered seats for the audience. The stage is a piece of ground levelled and held with a retaining wall of stone. The trees at the back of the stage are thick enough to serve as a drop curtain and the wings, originally made of composition board, are now screens of chicken wire woven with branches of trees to make the whole set like a part of the grove.

For the performances the stone retaining wall is partially concealed with flowers, ferns, branches, or whatever suits the character of the play. Branches also conceal the row of footlights along the top of the wall. Little scenery is needed; but an artist in the community paints composition board when houses, fences, and the like are required. In addition, the same person supervises

(Continued on page 579)

# Leisure and the Church\*

BY

ABBA HILLEL SILVER, D.D.

*The Temple, Cleveland, Ohio*

Dr. Finley, Chairman: It is very fitting, I think, that in presenting our first speaker, I should read, by way of preface, a few sentences from that most beautiful book on Labor and Leisure that was ever written.

"How shall he become wise that holdeth the plow; that glorieth in the shaft of the goat; that driveth oxen and is occupied in their labors? He will set his heart upon turning his furrows and his wakefulness to give his heifers their fodder.

"So is every artificer and workmaster that passeth his time by night as by day, cutting gravings of signets and wakeful to finish his work.

"So is the smith by the anvil. The vapor of the fire wasteth his flesh. But he is wakeful to adorn his work perfectly.

"So is the potter turning his wheel about with his feet, applying his heart to finish his glazing.

"Without these shall not the city be inhabited. They will maintain the fabric of the world but they shall not be sought for in the counsel of the people. They shall not sit on the seat of the judge, neither shall they declare instruction and judgment."

Now, if anything more beautiful than that could be written on the subject of "Leisure and Labor," I am sure it will be said by Doctor Abba (which means "father") Hillel Silver, of Cleveland, who is not only a leader in the social work there, but is a most eloquent exponent of man's humanity to man.

I quoted the other day, in an editorial, the verse, "Apples of gold in baskets of silver." But I really didn't quote it that way. I quoted it in the revised version, because I never could quite understand what "Apples of gold in baskets of silver" meant. It is "Apples of gold in frames of silver."

I present Dr. Silver.

Dr. Silver: The church is, of course, vitally interested in the provision of leisure for men, and in the usages to which such leisure is put.

I think that one of the proudest and most justifiable boasts of organized religion is that it made rest at least one day a week compulsory. It established a periodic Sabbath, a day of cessation from toil—rest not only for the master and his household, but also for the slave and the stranger, and even for the cattle in the field.

And it did more than that. If you will recall that magnificent passage in the first part of the Book of Genesis, where the Sabbath is established as a consecrated day of rest, it declares that that day was to be a covenant between God and man. For it is only as man is able to free himself, if only for a brief period of time, from the vexations and the dull routine of labor and devote himself to the higher exploits of the mind and the spirit—it is only then that man becomes conscious of his kinship, of his companionship, with Divinity. And so rest is much more than mere relaxation from labor. It is a sign and a symbol of man's higher destiny, of man's promise and possibilities.

## CULTURE REQUIRES LEISURE

The church is interested in leisure, because it knows that no culture, no civilization, no spiritual religion, is possible without leisure. A farming community, for example, which is compelled to wrestle continually with an ungenerous soil and spend all its energy upon that one task, will never produce a high type of culture or civilization or a spiritual religion.

An industrial community which dooms men and women to endless toil, without permitting them to preempt a certain amount of energy and interest for other things—that type of community will never produce a culture, a civilization, a spiritual religion. For culture requires leisure. Civilization requires time for mental adventure in undiscovered continents of glory; and a truly spiritual religion requires time for meditation, for the calm contemplation of life's profundities. The Kingdom does not come with haste.

And so the church is deeply interested in this

\*Address given at Recreation Congress, Atlantic City, N. J., October 18-22, 1926.



problem of leisure for growth; and it is deeply interested in this problem of leisure, because it knows that leisure, itself, even when had, is insufficient unless leisure is wisely utilized and exploited. Leisure may destroy society, even as it may save it. Leisure makes possible idleness and moral indolence, which in turn may beget vice and corruption.

And so it is quite important for the church to know what people are doing with their leisure—for what a people does with its leisure time is, as far as the moral point of view is concerned, of even greater importance than what a people does in its hours of industry, in its working hours. For industry, by itself, exerts a certain discipline upon men; industry exercises a certain control upon individuals; industry makes necessary a certain number of laudable virtues which are indispensable in business, and also indispensable in the larger social life. But leisure does not automatically exercise any such discipline or control. It takes initiative, it takes a definite effort of the will, for a man to make up his mind to use leisure recreatively, purposefully, wisely, rather than using it wastefully and harmfully.

Of course, the church cannot undertake the whole problem of leisure, nor can the church set about to solve it by itself. Other agencies must take their full share in the solution of this, perhaps the greatest problem of our age.

#### THE CHURCH MAY HELP IN SOLVING THE PROBLEMS OF LEISURE

But it is my firm conviction that the church may, under certain given circumstances, play an important and oftentimes a primary role in the solution of this problem of leisure.

Take, for example, young people's recreation. There are certain neighborhoods, certain centers of population in the large cities, of which you undoubtedly know, as I know of them, where the church represents the one organized, staffed and financed social agency; neighborhoods in which there are no community centers, no neighborhood houses, no settlements, no playgrounds, no social agencies. The church, in those centers, as well as in many of our smaller cities, where the church, apart from the school, is the only social community center—in these neighborhoods and under these conditions and circumstances, the church, to my mind, can play a tremendous role.

I am not at all convinced, as some of my friends are, that the church ought to try to bring under its roof all the recreational enterprises of a community. I am not so ambitious for organized religion. I rather think that in some instances such an all-comprehensive and embracing policy is distinctly harmful, for very often the still, small voice of the church and its spiritual message is drowned in the din of the multifarious activities which go on under its roof. Very often the church, in attempting to sanctify secular activities, finds that its sacred interests are being profaned and secularized—and that is a distinct social loss.

But I maintain that in those localities where there are no agencies doing this work of salvation, teaching men how to use their leisure time creatively, the church ought to take the initiative until such time as distinctive agencies arise in the field to take over the work and carry it on.

#### BREAKING DOWN OF OLD STANDARDS

I am very much perturbed over this problem, because I come from a large city, a cosmopolitan city, where the appalling increase in juvenile delinquency is making all of us very much depressed. We find that most of the first offenders are young boys and girls. We find that almost eighty per cent of the criminals are young people.

I don't know whether I am right or wrong about this, friends, but I rather think that there seems to have set in a complete breakdown in the moral tone of the American people—in the moral fiber of our race. Old standards have broken down and new standards have not yet been established. We seem to have grown too rich in the last few decades and too easy going, and a considerable portion of our population has been victimized by the disruptive influences of luxury and excessive wealth. Divorce is eating, like a cancer, at the vitals of our people. And many of these juvenile delinquents come from broken homes. They are the victims of the demoralization which has set in.

Our press, in many instances—but not in all—is full of vileness and sex appeal.

Now, in this decadence—for it is a decadence—I am not at all pessimistic. I have confidence in the inner soundness of the American soul, and I am confident that a reaction, and a very vigorous reaction, will soon set in. But under these conditions our youth is raised, and it is not at all surprising that many of them are broken, morally,

before they reach the years of discretion and maturity.

#### THE OPPORTUNITY OF THE CHURCH

Here is the opportunity of the church. Instead of wasting itself upon theologic polemics; instead of spending its wealth upon costly and magnificent houses of worship—God can be worshipped under the open sky; instead of spending energy on futile, anti-scientific windmill jousting—the church ought to be applying itself to the saving of our youth for decency and cleanliness and fine manhood and womanhood. The church ought to become the place, the natural rallying place, for young people, where such places do not exist, where wholesome, stimulating, developing recreation would be offered to them.

Many churches are doing that. Many more are not doing it. Why, even in the problem which is particularly that of the church, the problem of religious education, the church—and by church, I mean Synagogue, Temple, every religious denomination—even in the solution of that problem, which is particularly that of the church, the church has failed, tragically failed, heretofore.

We build magnificent houses of worship, and then we crowd our classrooms into the basements. We haven't yet trained a competent corps of religious instructors in our land. We leave that delicate, that highly sensitive, that highly important work of moulding character and spirit, to good-natured but utterly unequipped volunteers.

So much as far as the church's opportunity for the utilization of leisure as regards our young people is concerned.

Now, as regards our adults: There, I believe, the church has a specific mission to perform. Our age is, of necessity, an age of specialization, and that you know well. We demand today, that the man who sets out to serve our needs, whether it be to teach us or to amuse us or to dress us or to feed us, should be a specialist in his chosen vocation. We are no longer satisfied with people who can do numerous things tolerably well. We want a man to be able to do one thing absolutely well. Our highly organized industrial life, efficiency in production and distribution and service, demands such high specialization. And it is well that it is so. I have no fault to find with conditions which life inevitably brings about. I seek to utilize those

conditions, rather than to fight them when the fight is absolutely hopeless.

#### SPECIALIZATION A MENACE TO REAL LIVING

Now, as far as earning a living is concerned, specialization is a tremendous help. As far as earning a life is concerned, specialization is the greatest menace. For a man is more than a job, and life is more than a living.

We need, in society today, more of creative amateurs. By amateur, I mean a man who pursues an object, not because he is driven to it by an economic urge, not out of necessity, but out of a sheer love for it.

Now, the American business man is a professional, completely and perfectly. He is nothing else, in his business. He is keyed, alert, energetic, enterprising, full of initiative, full of daring. In his leisure, he is a dull, drab, stogy, uninteresting individual.

I don't like to generalize. Generalizations are, of necessity, misleading and erroneous. But I am endeavoring to stress a thought forcibly, and you can make your own qualifications as I go along.

The American business man has one life—and a man should have more than one life and more than one world in which to live. The American business man comes to his home to eat, to sleep. That beautiful art of home-building, that spiritual home, that home that is fashioned out of the delicate strands of associations—companionship and mind and spirit and memory, and associations—that home is becoming an antiquated institution in our life today. We haven't the energy to see through this marvelous experiment of home-building. We come home, frazzled and worn, spiritually, mentally, physically exhausted. We go to our clubs, not for recreation, not to re-create ourselves—but we go to our clubs to smoke or to play cards or to exchange some trivial banalities over a cloud of smoke.

We bring to our theatre—what? Nothing. No stimulation. We demand nothing of our theatres, and so our theatres give us nothing but glitter and a sharp relish for our jaded palates.

Success, I am afraid, has become our exacting taskmaster. It has claimed everything.

#### A TRAGIC SUCCESS

I recall a friend of mine who started out in life heroically, splendidly equipped, generously endowed by nature with an agile mind, a keen intel-

lect, a sensitive soul. And men prophesied wonderful things for him. He loved books, he loved music, he had a host of friends, his interests were various—he was developing into a well-rounded human being.

But early in life he was caught up by that competitive passion which is the dominant key of our national symphony, if you choose. He became obsessed with the idea that he must succeed. And by success he meant material success in his chosen business calling. He determined to apply himself, every inch of him, every ounce of that energy of his, to that one task—to succeed, to rise, to get to the top, to be master, to dominate.

He did. He brought all his fine equipment to play upon that one job, and he succeeded. But in the process of getting there, he had no time for his books and his music and his friends. Success in an exacting tyrant. It tolerates no double or manifold allegiance. He lost contact with the world without. He raced through life as if life were a race and the only thing worth while in life was the goal that man must reach.

He didn't have time to pause and look about him and see the world and admire the handiwork of God. He didn't have time to live an eternity in every moment, as we can do if so we will; but he raced through life. And he arrived at that pinnacle, that mountain height of success, a triumph—an acclaimed triumph. But no one knew as much as he, himself, what a terrible tragedy he had made out of his life. He arrived, a starved, stunted, ingrown personality, emptied of content, a well-tooled, sharpened and seasoned instrument of acquisition—but nothing else.

The man in him, the God in him, were dead. He had failed as a man, even as he succeeded as a business man. And he spent the remaining years of his life nursing that health which he had wasted, squandered as a spendthrift. And I knew what darkness was in his soul and what thoughts were passing through his mind.

#### A CALL TO A FINER AND SWEETER WAY OF LIVING

There is another, a finer and a sweeter way to live, and that is the message I believe which the church, in its authority, backed by its marvelous tradition of human service, can hold before the eyes of men—a finer and a sweeter way of living. A man should work, of course, and should work

hard to establish himself, to provide for himself and for his family. But a man should never permit himself so to consume himself that he will have nothing left of himself for other things in life; should not be victimized by the stupid competitive passion of our day and spend himself in pursuit of aggrandizement of more and more acquisition of those things which will bless neither himself nor his offspring.

But he will pre-empt time for himself. He will have leisure hours and they will be many, for self-cultivation, for self-expression, for self-realization, for meditation. He will have time and energy for creative amateurishness, if you will. And it is creative amateurishness which brings all the romance and the glow and the zest and the splendor of imperishable youth into our lives. It is the things we do because we love to do them, and not because we have to do them, that are the real relish and beauty and lift of our mortal days. And that the American business man and the American professional man ought to learn.

I said that a man should have more than one world in which to live—because that world may crumble some day, or you may never realize that world at all. And then what? You are left bereft. You have no other worlds to which to retire and in which to find peace and rest. A man should have more than one citadel, so if one falls there will be others into which a man may retire. The church ought to teach men to have more respect for amateurs.

Heretofore, the successful man of wealth dominated and monopolized our reverence and our admiration. Fortunately, things have changed, and considerably. We are becoming more discriminating. But, by and large, it is the man of affairs, the man who has achieved things that can be seen and gauged and measured in terms of shekels, in terms of coins current among the tradesmen—it was that man who was the arbiter of elegance, the authority, the exemplar of youth. In no country in the world is so much reverence paid to mere monetary success as in our land. And in no country is the lot of the man who fails in that one thing so pathetic as in our land. A man may be a wonderfully well-rounded human being, a cultured individual, with fine aptitudes, a mind stored with accumulated wisdom and a soul filled with accumulated goodness—but just because he failed in his business or in his profession, he must harbor pathetically on the fringes of popular approval.



## THE PLACE OF THE AMATEUR

Why, Europe is filled with these amateurs, and they are the salt of the earth. They are the substance and the strength of the civilization. They *are* civilization.

The church, in its emphasis on spiritual rather than on material qualities, ought to teach men, first, to prepare themselves for the role of amateur in life; and, secondly, to revere such men in society. The church ought to teach us that God created man, not the business man and not the book man and not the professional man, not the jobified man, not the grooved and the routinized man—but God created man capable of a thousand interests and aspirations and yearnings, and He breathed into him the spirit of life, the spirit of the unquenchable and aspiring life, the spirit of adventure, the spirit of seeking and searching for new beauty and new goodness in the world.

That is the ideal which the church ought to hold up before all of us. God created us a little lower than the angels. Here is man, a frail child of the dust—corruptible, with five inadequate senses—an insignificant tidbit upon the heave and throw of universal forces.

And yet, the Psalmist, who knew God as few knew Him, declared that, "This man, so puny and so small and so perishable, was yet fashioned a little lower than the angels." And he was so fashioned. Because God placed in every human being an insuppressible yearning to transcend himself. That is Divinity—a passion to outdo himself, to rise above himself, to outlive himself, if you will, to reach out into the unknown and, with bleeding hands, search for a new beauty and a new glory.

God places within our souls dreams and yearnings. Got set before us visions. And we can't realize our dreams, and we can't pursue our visions, and we can't set out upon this marvelous pilgrimage, which is human life, unless we have time unless we quite deliberately and by an act of the will say to ourselves, "So far I shall go in my pursuit of the things of life, and no further. Beyond that, I am a free man, a child of God. Beyond that, I have a soul and I must give unto it time and energy and interest."

Perhaps what I have said, friends, is altogether too vague for your specific purposes. But I assure you it is very near and very real to me.

The time has definitely come in our national life when a new spirit ought to be talked and made regnant—that pioneering age, that age of exploitation of our continental wealth which demanded of us all of our energies and all of our thought, has passed and should be over.

Now let us begin to build the American civilization, the American culture, which has marvelous promise—if so we will.

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## A World Wide Tournament

The World Basketball Free Throw Tournament is reaching the athletes of nearly all countries where basketball is played. The tournament has developed from a local event in Charleston, South Carolina, to a contest that includes boys and girls, young men and young women, of many nationalities. Within three years the tournament has circled the globe.

There will be a national tournament in China. The rules have been translated and copies sent from Shanghai to the universities, colleges, schools and Y. M. C. A's. In Japan the athletes are competing in a national tournament. The basketball players of South America are at this time tossing free throws for local, national and world honors. A tournament for teams of the Virgin Islands and Porto Rico is being organized. Six cities of the Philippine Islands have taken part in a tournament and will send the scores to Charleston for the committee's review March 2nd. Besides these national events, Rome, Salonika, Constantinople, Revel, Paris, London, Geneva, Calcutta, Secunderabad, Madras, Burma and Turin are to have local tournaments. The Charleston committee has been in correspondence with athletic directors in these foreign points since the 1926 event.

Athletes of Canada and the United States may compete among themselves and with those of other countries. All scores must be in the hands of the World Basketball Committee on or before March 2nd. Rules and entry blanks may be secured from H. J. Scofield, Room 311, Y. M. C. A., Charleston, S. C.

# Leisure and the Church\*

By

REVEREND J. J. CURRAN

*Rector St. Mary's Church, Wilkes-Barre, Pa.*

Dr. Finley, Chairman:

"Father Curran began life as a breaker boy in the coal mines of Wilkes-Barre. He is now the Rector of St. Mary's Parish, Wilkes-Barre, of 10,000 souls, one of the largest Catholic Parishes in the country.

"He is nationally known and loved by all classes for his tireless devotion to the arbitration of every big strike in the anthracite coal fields. His point of view in these matters has always been one of fairness and fearlessness. When Roosevelt was President, he came to Wilkes-Barre as Father Curran's guest, and they worked together in settling one of the worst strikes in history.

"He has been a member of the Board of Directors of the Playground and Recreation Association of Wyoming Valley since it was formed.

"In 1922, when the playground work was in danger of being discontinued because a coal strike made the raising of funds almost impossible, Father Curran pledged and raised two thousand dollars for the work among the members of his parish. This year, when the Community Chest Drive was not up to its quota, Father Curran asked all of the clergy of Wyoming Valley to give one Sunday's church collection to the Chest. He set the example by pledging a thousand dollars from his own parish. As a result, the drive reached its quota of a half million dollars.

"He was a delegate and guest of the late President Roosevelt at the Recreation Congress in Richmond in 1912."

I take pleasure in presenting Father J. J. Curran.

Father Curran: The Church was instituted for the uplift of the spiritual and supernatural in man; the sphere of the Church is to inculcate the virtues, moral and religious, in the tender heart of the child, and then try to lead the child in the future development of his years to a real manhood, and that, to me, consists in the development of our mentality, our physical forces and our supernatural nature, as you may call it.

If those elements in man are equally developed by the Church, then the man is bound to obtain success in this life, through his mental activities and physical, and attain eternal life in the next, through the supernatural life which is laid all through his years.

Now, therefore, since the Church has this in view as the goal to reach, we cannot blame her if she does not take the lead in the recreational activities. But yet, the Church, we must admit, is not a slacker in this movement. The Church cooperates with all of the organizations. The

Church cooperates with society, itself, to develop the physical life in the child; to stimulate the child with ambition that he may grow into a useful man and be a blessing to the community in which he lives and to the nation to which he belongs.

So that the Church does really assist and cooperate with society in those recreational facilities and activities. But the Church, of course, is not supposed to take the leading part. Now, as an evidence of that, the Church, especially our Church, I might say—though we are not boasting about ourselves—in her private schools and her Parochial Schools, appoints or delegates one of the young clergy to take care of the children in their physical development, gymnastic exercises and similar activities, and when the child grows up and graduates into High School, the same thing is done for him, and particularly so at college. So, really, the Church, through her school system, follows up the child from the dawn of reason until its education is complete, and especially as far as the college course is concerned.

Now, then, as to the Playground and Recreation Association, I would say this—that I don't believe there has ever before existed an organization to promote the well-being, physical and mental, combined, of the child such as the Playground and Recreation Association of America. I think that this Association has finally caught the right idea as to the real education of the child.

At Richmond, twelve or fourteen years ago, I said then that the right angle had not yet been approached in the development of the child on the playground; but now it has been. And I want to say this—that the child is brought into the playground unconsciously. He is brought there as by magic, and while he is there, and while he is at home, perhaps asleep in his bed, he is in a perpetual state of dream. He is dreaming. He doesn't seem to be real. He is brought out of himself—and his vacation days are over before he has realized the fact. So that the Playground and Recreation Association of America is educating

\*Address given at Recreation Congress, Atlantic City, N. J., October 18-22, 1926.

the child during that particular period when heretofore the child, in many cases, really was ruined.

The Association hires men and women as instructors to bring out the talent that is latent in the child, and the child is not aware of the fact that that talent is being developed. The child, therefore, is utilizing his recreational hours; he is enjoying his pastime in playing, and at the same time the pastime is becoming, to him, a stepping-stone, a great help for his future career and success.

When the child loves the work that is placed in his hands, whether it is mental work or physical, there is beginning to grow in his soul and in his mind a love for work. And that is the great desideratum in human life—a love for work, and the enjoyment of working hours; the realization that we work for a certain good, both for ourselves and for the community in which we live.

I want, therefore, to compliment the Playground and Recreation Association of America for producing those wonderful effects in the heart of the child.

Six years ago, we began our recreational ac-

tivities in Wilkes-Barre, and the City Council had great reluctance in granting any financial assistance to us. This was true, too, of the School Board. But finally we proved to them it was a very fine investment, and they have been donating to us more or less within the last four years. I want to tell you, they are not killing themselves in donating; however, they are coming across a little more each year.

So we began six years ago with nine playgrounds, and this year we have fifty-three playgrounds.

Our association is not political. The politicians have absolutely nothing at all to do with it, and if they come trying to butt in their noses—we just clip them off!

The organization is composed of some of the finest representatives in the community, and those representatives include all nationalities and descendants of all nationalities and of all creeds—a Jewish Rabbi, myself, Protestant Minister, Irish, Welsh, German, Polish—and so on. So we are thoroughly cosmopolitan, thoroughly democratic. And we move on like the Leviathan in the Atlantic Ocean, with power and smoothness.



THE RECREATION CONGRESS BAND ON THE BOARDWALK

# Play Problems of Girls\*

By

AGNES WAYMAN

*Head of Department of Physical Education, Barnard College*

(On year's leave of absence to work with Girl Scouts)

The test of any civilization is how it stands up under leisure time; the test of any character is the same.

*What* do you do when you have *nothing* to do, or, better still, what do you do when you can as you please? What do you generally *prefer* to do? What has your education and training made it possible for you to do? What has your community provided for you to do with?

These are burning questions and involve vital issues. They strike at the core of American life today, for your health and your moral life are probably more influenced by what you do in your leisure hours than in all of the other twenty-four.

## THE JAZZ AGE

America as a whole probably has more leisure time at present than she ever had, more time to spend, more money to spend, and more places to spend it. Is there a relationship between *more* crime and *more* leisure, and if so, what will happen when we have the five day week labor is talking about? It's a jazz life we Americans are living; speed is our main spring, speed, speed, speed and yet more speed! We are speed mad. The automobile and the movie have broken up the home, have taken both old and young out of it; the radio has brought a few back to it—but generally to some one else's home. The auto brings the farmer and his family into town; that same auto takes the city dweller into the country. All are on the move, going somewhere, anywhere, but *going*!

Twenty-five years ago the traffic policeman was unknown. Today we couldn't get home from a Sunday drive without him. The country is plastered with signs "slow down, sharp curve" and "steep grade ahead." At every corner and cross roads are "stop!—Go!" signals. But we rarely slow down, we don't mind the steep grades, and at crossings we merely hesitate.

We live on thrills and excitement; on the sensational. Forty-three men are rescued from al-

most certain death in the bowels of the earth by rare courage and heroism, *real* bravery, but it commands less attention than the arrival of a well-known tennis player with her twelve trunks of clothes. A girl swims the English Channel; she is greeted by the mayor with a brass band, while a College President, a rare educator, dies and receives little more than an obituary notice.

Over 100,000 sane, sensible people watch two men under an arc light try to batter each other into insensibility. Winning or losing, they receive more money than two hundred college professors or doctors could make in a year. And we call it sport! Are we degenerating into a nation of sports? Is the real sportsman disappearing? There is a vast difference between them. Some one has said the sport is born of the grandstand—but the *sportsman* is born on the athletic field, although that does not mean that a sportsman can't sit in the grandstand. Too many of us are content to sit in the grand stand and watch other people do things. There is too much *passive* recreation among adults in America. Not only that, can anything be further from the true spirit of play than getting our recreation by watching men (or women) play who have been *paid* to play?

Oh! my friends: We need more of the spirit of play in modern life, we need it in the home, in the community. It's a dear precious thing. You can't buy it, any more than you can buy a home or wisdom or happiness. You can buy a house but not a home, books but not wisdom and pleasure but not happiness. You can buy games but not the spirit of play. Let us not commercialize that play spirit, for just as surely as we do, just so surely will America as a nation go down hill.

Aren't we trying to buy our recreation pre-digested? Aren't we trying to buy experience and life, rather than living it, rather than doing what we can to enrich it and add to it?

## THE MODERN GIRL—HER DESIRES AND NEEDS

The modern girl is but the outcome of modern life; she reflects the restlessness of life in indus-

\*Paper given at Recreation Congress, Atlantic City, October 18-22, 1926.



try, religion, society and education. She, too, is groping and questioning, and after all that is a healthy sign. She has a brain—a keen healthy brain; when given a chance, she sees clearly and straight; she is frank and unafraid, she has courage, she has initiative, she is not afraid of responsibility, she is eager to do—eager to achieve.

But—her energy needs to be directed; it needs to be conserved; her personality, her sense of responsibility, her initiative must not be crushed, but must be turned into wholesome channels. She needs a constructive outlet for her energy, her talents, her abilities. She needs most of all proper guidance and leadership. It has been said that leadership is guidance with *vision*. She needs just that. We agree that she needs outlet for her energies, whether or not that outlet is wholesome depends upon her home, her school, her community, upon you and me.

#### WHAT SHALL WE GIVE THE MODERN GIRL?

Then let us give her wholesome, satisfying recreation, games and sports adapted to her age, her capacities, her ability and her physical condition, a "seasonal" program; give her a varied program, an interesting program. And what possibilities there are just in games—volley ball, giant volley ball, punch ball, long ball, drive ball, dodge ball, end ball, captain ball, captain basket ball, live court basket ball, speed ball, basket ball, indoor baseball, hockey, modified soccer and others.

Have as your motto, "a game for every girl and every girl in a game." Make it possible for her to know how to play and to play at least one group game so that she may experience the joy of belonging to a team and derive all of the benefits, social and otherwise, which such participation brings. Teach her to play *at least* one individual game well. Teach her games which she can enjoy in later life as well as during youth. Teach her quiet games as well as active ones, quoits, shuffle board, tether ball, clock golf, croquet, archery.

Archery is a splendid activity for girls, old and young, not only because of its recreational or postural values, not only because of training of hand and eye, but because it is an outdoor sport and can be used in a variety of interesting ways. Did you ever try "cross-country archery"? Station small targets or pieces of paper at intervals of 100, 200 or 300 yards and see in how *few* shots you can hit all targets. The principle is the same as in golf, and the scoring can be done in much the same way. Of the newer individual games, paddle tennis is good, but to acquire skill requires not a little prac-

tice and a smooth turf. Tenikoit, or ring, or deck tennis, as most of us know it, is one of the best games I know of. It is a family game, can be played in a small space, requires little equipment and has all of the elements of a good game.

Teach the girl stunts and self testing plays and exercises; teach her to swim and to be at home *in* the water and *on* the water. Teach her in her games to work for *form* and control, rather than for speed or distance or height. Stress the *recreational* side of all games, the *play* side. Teach your girls to love the race for the running of it, not just the winning; to love the game for the joy of playing it, not just to defeat an opponent. Teach them to want to win, and to play if possible the type of game that will win, not just to *defeat* but to have the satisfaction which comes from a thing well done. In all of our recreation life, let's keep the spirit of play—that intangible quality which is the soul of real sport.

#### COMPETITION VERSUS INTER-COMPETITION

John Tigert has said, "I think the trouble all comes under one great evil; not money, the love of which we are told in the Bible is the root of all evil, but something which corresponds to money as the root of all evil in American ideals, and that is the idea that in order to take part in physical training we must have competition, and that the aim is to win. The idea that winning is the principal function in our inter-scholastic contests is the root of all evil."

Now, competition is the keynote of organized game and sports. It is competition that brings out the various traits and qualities in a player. So competition is in itself a valuable force to be reckoned with when constructively organized and conducted. But it is a two-edged knife which cuts both ways and it is only when it is abused or overstressed or wrongly conducted that it becomes harmful in its results and tendencies and destructive in its influence.

So do not emphasize *intensive* competition for girls, or the making and breaking of records, or make the championship the end and aim. Put the emphasis upon *participation* and *cooperation* rather than upon competition as such. Foster the spirit of "*playing with me*" rather than "*against me!*"

Teach girls to think in terms of many games, not in terms of any one special game. We all think too much in terms of basket ball for indoors and hockey for out-of-doors. These are fine games in themselves, under proper conditions, but not for

all girls at all times. Let us not think in terms of any one game or any one individual, but in terms of what is *best* for the *greatest* number in the *long* run. Let us be influenced in this by American ideals and American traditions and American background. What might be harmless or beneficial for our English sister with her temperament and her traditions of participation in sport may *at present* be decidedly harmful for our intense, nervous, high-strung American girl with her intense desire to win. The time may come when she can with safety indulge in inter-competition, but it should be a gradual process, and it will come only after years of *universal* participation of the right kind. To encourage inter-scholastic, inter-collegiate, or inter-national competition for our girls and women at the present moment, is to show an utter lack of understanding or appreciation of the whole situation and is nothing short of criminal, no matter how well meaning.

If you are a school principal and are encouraging or permitting inter-competition among your girls, stop and ask yourself "Why am I doing it? Do I really believe that it is benefiting my girl students—or am I anxious to have a winning team at my school?"

If you are a coach or an athletic instructor, ask yourself the same question and what is your honest answer? Does the principal hint that your position depends upon your turning out a championship team? Or are you thinking of your own reputation and how it would add to your prestige to win a championship? Are you strong enough to stand by your own convictions and try to convert him?

Are you a playground leader and are you letting the *excitement* of *inter-competition* take the place of a saner safer program because you lack imagination and vision?

Or are you a business man, an influential member of the Chamber of Commerce—and are you subscribing money to help pay the expenses of a girls' team because you are a booster and want to "put your town on the map"?

Who ever you are—won't you stop and think? Consider the girl as a girl, and do the thing which will be best for her—best not merely now but ten or twenty years from now.

It seems to me that that question of inter-competition is one of the most serious problems confronting us at present in connection with play for girls, and we should all give serious thought to it. The day has gone by when as pioneers we had to follow the trail, when we cut and hewed with our

own hands in order to have a home, but the sturdiness and independence, the simplicity and resourcefulness and all of the other mental and moral and physical traits which the wilderness bred in our pioneer ancestors are sadly needed in American life today. Can't we in our recreational life, in our leisure time, turn back the hours and live again some of those simple pleasures?

#### THE GIRL AND OUT-OF-DOORS

Let us then teach our girls the secrets of the trail—make her love hiking, spring, summer, autumn and winter, day hikes, over-night hikes, nature hikes, romantic hikes, historic hikes, geology hikes, Kodak hikes, no-utensil hikes, sunrise hikes, storm hikes, good-turn hikes, mother-daughter hikes and Gypsy hikes—they are almost endless in kind. Teach her to know how to dress for a hike, what to carry on a hike. Then go further and teach her how to camp, make her *want* to camp. It seems to me that the summer camp is the hope of America. It not only typifies freedom, but it teaches the right use of freedom. Near to nature, living simply, in a wholesome, happy atmosphere, girls find themselves.

Through campcraft, through woodcraft, through nature study, through all of the activities which are a part of a summer camp program a girl builds up a series of skills, techniques and interests which all through life will keep her supplied with a happy solution for leisure time. And let us make our camp program a *real camp* program—not simply a transfer of the city to the country. Camp should supplement the city and city life. Its activities should be those peculiar to the country and the woods and the water, not those of the city. Girls may ask for basket ball and hockey and track, but if you are the right kind of leader they will become so interested in trailing and tracking, in stalking games, in treasure hunts and paper chases, in learning the trail signs and how to follow them, in trying their hands at laying a trail, that they will forget all about the basket ball. I arrived at a Girl Scout camp last summer at the end of a stalking game in which half the camp had been Indians surrounding a white girl in a settlement waiting for supplies; the other half were the white pioneers trying to get supplies through to the white girl. There were rules and points and all the requisites of a red-blooded game. It took all afternoon to play it, and I've never seen more interested and excited girls. At another camp they were playing a nature game which took four weeks to finish; each day a different step was taken, each



day there was a different quest to go on. First you were a seeker, then a finder, then a beholder and finally a revealer and privileged to teach the game. The whole camp was on its toes and alive and vibrant with interest.

Now it isn't necessary to go to camp to play such games. They can be played on any hike into the country—they can be played in small towns and rural communities and are fascinating sport.

Then teach the girl the joys of winter sports, of snow-shoeing, skating, skiing, tobogganing, sledging, coasting, snow modelling, tramping, skate sailing and winter camping. Make her an out-of-doors girl.

We agree that the modern girl has initiative, can accept responsibility. Very well then—let us give her responsibility and let her use and develop that initiative. In everything we plan and do, let's give her responsibility; let her help organize; let her help conduct; let her initiate and carry out programs. Keep her thinking; keep her solving problems; keep her interested. Because I believe so thoroughly in its principles, I want to say a few words about one organization which not only offers a splendid leisure time program, but which can largely solve the problem of recreation for girls—and that is the Girl Scout program.

#### SCOUTING FOR GIRLS

Scouting is a scheme or program by which through pleasurable activities, activities which bring satisfaction to the participants, a girl acquires those habits of mind and body which will tend to make a responsible citizen out of her—ready to take a definite part in home, civic and national affairs. She not only acquires habits of mind and body, but she becomes possessed of a fund of valuable knowledge which is usable, which she knows how to use, and which she does use. It makes of her a producing member of a community and of society. It makes her a valuable asset in the home, not only learned in all of the skills directly connected with home making and home keeping, but as a nurse, a companion or a hostess, she relieves or supplements the mother in those capacities. Just the homely art of being able to cook a wholesome palatable meal in these days of delicatessen-automobile-movie-existence is a valuable asset. And when we add to that her experience and knowledge in the open and on the trail, her woodcraft, her campcraft, her knowledge and practice of health, her ideals of healthful living—both personal and community; and when

we stop to consider that all of this knowledge is gained through her own participation or is backed up by experience, we realize that the Scouting program is *real education* embodying all or almost all of the latest educational theories and procedures.

If education is activity which leads to further activity, if it should be the fullest realization of our individual possibilities, and if education is action and the result of action, then, judged by this criterion, Scouting is head and shoulders above education as reflected in most of our institutions of learning at present.

Scouting stimulates an intelligent, healthy curiosity toward life's secrets, toward life's problems, toward *all* of living—and then by making a game of the finding of the answers to these secrets, and the solving of these problems; by the use of incentives of many kinds; by taking advantage of a girls' natural likes and dislikes at certain stages of her mental and physical development; by the granting of certain awards which possess only a sentimental value, but which serve as mile-stones, not mill-stones, along the trail, and which by presenting a vision of wider pastures and greener fields, only serve to stimulate her curiosity and efforts still further, she is teased along—not *forced*. And that is one of the greatest thrills to be obtained from and in Scouting—it is all voluntary participation. An army of girls, all striving to live up to certain ideals, to establish certain standards, to join certain educational experiences, voluntarily. One can go far and accomplish much with an army of that sort!

The very *scheme of organization* in scouting is sound and constructive. It makes of each girl a participating member; it makes every girl a responsible individual, a member of a team. As a member of a patrol she puts the good of the patrol above her own good, the good of the troop above that of the patrol, and the good of the whole organization above that of the troop. She learns to think in terms of group participation, group achievement, and group results; and she becomes a more social being. She learns to appreciate the value of individual effort, rightly directed; she realizes that no chain is stronger than its weakest link—and she tries to strengthen that link. She feels the force of group opinion, group discipline, and she learns to stand by group decisions. She learns to accept responsibility, and through accepting it she develops initiative and other qualities of leadership. And that brings us to the subject of leadership.

## LEADERSHIP THE ESSENTIAL ELEMENT

Now, the success of the Scouting program, like success in almost every undertaking, depends upon the leadership. When I tell you that the vast bulk of the leadership in Scouting is voluntary—thousands of young women giving their time and their energies without financial remuneration, generally in addition to a regular business or professional job—you will realize the strength of the appeal of Scouting. Not only do these leaders give of their time freely during the year, but they use all or part of a summer vacation to go to a training camp that they may learn more about the ways of girls and more about the ways of Scouting.

A leader must be *trained* in the ways of Scouting and often times it means changing her whole philosophy of life, her whole philosophy of education. She must know girls and love them; she must be familiar with the newer psychology; she must learn the play way in education, she must know something about mental hygiene, so that she will at least be able to recognize undesirable traits in her girls and know how to deal with the situation. She must be familiar with the newer idea of health education, and be able to answer the many questions concerning health habits and their reasons. She must be able to interest her girls in developing the right attitudes toward health and health behavior; she must create within them a *desire* to be healthy—100 per cent, not just merely *not ill*. She must make posture seem so desirable that every girl will want to carry herself well; she should know why *intensive* athletic competition is not good for growing girls, and be able to convince her girls. She should know how to organize a desirable recreational and athletic program for her girls; she should be in other words, a very unusual person.

Now, our play problems for girls are many—but it seems to me our greatest one is lack of proper leadership. When that has been adequately solved, many of our other problems will disappear. Play should not be mere amusement, but educative growth, and for that purpose we need leaders who are educationally minded.

Let us begin today, then, to educate ourselves for leadership. Let us realize the tremendous responsibility which is ours, the glorious opportunity, and give our best selves to it. Let us mobilize our best thought, our best effort; let us be animated only by high ideals and big principles.

Let us have convictions and the courage to stand behind them. Let us resolve to produce real leaders—leaders who are intelligent; leaders who are keen, alert, interested; leaders who will educate for the future; leaders who will respect the personality of every individual, who see beyond the girl the future mother and citizen; leaders who are unselfish, uncommercialized; leaders who are interested in the mass as well as the individual; leaders with vision, with creative ability, who know how to stir the imagination of the girl, who are not afraid to think, to study, to try new ways, who are interested in problems, and above all in girls. We have only just scratched the surface of resources and possibilities. Are we to be hampered by lack of proper leadership?

And what is the answer? Education! The growth of America needs a balance wheel. Can't we help supply it? By and through education, we learn not to want the evil; we learn what to substitute for it. If our girls spend their time in unwholesome joys, then let us supply them with wholesome joys and let *us* set the example!

Let us measure our success as leaders, not in terms of championships and scores, or records, not in size of audiences, not in terms of numbers of merit badges, not in terms of numbers who enter the playgrounds, but rather in terms of morale, in terms of character development, in terms of play spirit, in terms of progress and improvement. Let us emphasize *not* so much the point a girl has reached in her development, but rather what she has had to overcome in reaching the point at which she is—no matter how far down that may be. Let us measure our success in terms of health and happiness, in terms of good citizenship.

In the discussion which followed the paper given by Miss Wayman, a number of the men executives present stated that the program of activities for girls was the weak spot in their work. Mr. Mathewson of Plainfield, New Jersey, said that one of his difficulties lies in trying to break down the clan spirit which exists among girls' clubs and to get the girls to participate in games and activities with girls who may not be in their immediate circle. The whole problem of girls' activities, the men felt, was a woman's problem and they must look to the women to solve it.

There was general agreement with the statement made by Ruth Sherburne that girls do not

want to be herded together, but want activities they can enjoy with men. Singing, dramatics, quoits, paddle tennis, checkers and card games were some of the activities suggested as lending themselves to joint participation. Supper clubs might be organized for their social values. It is very definitely the responsibility of the Recreation Department, it was felt, to see that boys and girls meet under the best possible conditions. Mixed activities in social centers offer one means to this end.

Camping was an activity urged as important for girls, though the program, it was felt, ought not to be too crowded, as is so often the case. Hiking, too, should be an important part of the program. It is necessary, Miss Wayman pointed out, to make a special effort to interest girls in hiking. It does not come naturally. Every effort should be made to stop hitch-hiking, a present day practice with elements of grave danger.

In Evanston, Illinois, the Recreation Department conducts gymnasium classes with recreational activities in five different churches and four school buildings. Almost 400 women, all over eighteen years of age are enrolled. Roller skating is particularly popular with the older women. After the classes, refreshments are served.

So keen was the interest on the subject of activities for girls that it was decided to ask for the appointment of a committee to learn what is being done and what can be done to break down the clan spirit on the part of girls. This committee, it was suggested, might report progress at the next Congress.

## Playground Beautification Contest Awards Announced

The Playground Beautification Contest conducted by the P. R. A. A., with awards offered by the Harmon Foundation, recently closed with Joannes Park, Green Bay, Wisconsin, the winner of the first prize for the group of cities over 25,000 in population. Scott Field, La Porte, Indiana, was awarded first prize for the communities in population group 8,000 to 25,000, while the Community Recreation Park at Stillman Valley, Illinois, made the first showing for communities under 8,000.

Full information will be given in the February number of *THE PLAYGROUND*.

## Making Student Leadership Count

The village of Maywood, Illinois, has a Playground and Recreation Board with a year-round worker and a budget of \$4,800. To help in meeting the conditions of the State Physical Education Law requiring that one hour a week be devoted to the schools to supervise recreation, the Playground and Recreation Board has taken over this work in the Elementary Schools.

In making the plan, the children are divided into three general groups—third grade and under, boys and girls; fourth to sixth grades and seventh to eighth grades. Three twenty minute periods one day per week for each grade are being provided. The solution of the problem of leadership for these groups which could not be solved through employed workers because of the limitations of the budget, has been found in student leadership. The plan for this is as follows: During the first week of school each teacher of grades from fourth to eighth inclusive appoints, in conference with the principal and subject to the approval of the recreation supervisor, pupils who will serve in the play leaders' corps. One boy and one girl are selected from every room for each twelve pupils of each sex. This corps which meets one hour each week after school for instructions, has four divisions. A—girls from fourth to sixth grades, B—girls from seventh to eighth, C—boys from fourth to sixth, and D—boys from seventh to eighth grades.

The recreation supervisor appoints a captain over each squad from every school and a lieutenant over each division. It is the duty of the corps to assist the teacher in weekly recreation periods and to help the neighborhood in which they live enjoy a recreation program. Each member of the corps is entitled to wear a badge, costing five cents, and is required to attend leadership classes. "Play leaders," states the bulletin, which is issued, "do not need to be athletes or gymnasts, but they should be able to hold the respect of their playmates. They must know the rules of the game and be able to teach them to others. They must be quick to obey and willing to serve."

Suggested program for play days is issued the leaders with directions for carrying on various activities.



# The Frances Ross Memorial Fund

At the meeting of the Recreation Congress held Tuesday evening, October 19th, the Frances Ross Memorial Fund was presented to the Playground and Recreation Association of America. In presenting the fund in behalf of Mr. and Mrs. David Ross, Miss Beatrice Stearns of the P. R. A. A. said:

Mr. and Mrs. David Ross, of Conshohocken, Pennsylvania, have just given me the securities of a Memorial Fund. This fund was raised in memory of their daughter, Frances Lübbe Ross, and they are, tonight, turning over this money for the use of the work of the Playground and Recreation Association of America.

Mr. and Mrs. Ross have asked me to say just a few words regarding the origin of this fund.

Frances Ross was brought up in the little community of Conshohocken, Pennsylvania. She was educated in Quaker Schools and in Bryn Mawr College. After her return from a year in Europe, she came back to her home town and almost immediately she began to think of what she might do to help make brighter and happier the lives of the little folk who were growing up there. Her own life had been so full of beauty and joy that it overflowed, and she wanted to pass on and share with others some of that great enrichment that had made life so worth while to her.

In the words of her father and mother, who are present with us tonight:

"She called together some of her friends and laid the conditions before them. She showed them the benefits that would result in the lives made happier and more wholesome and the foundation was laid which would make better citizens through the establishment of a summer playground, to be maintained by the more fortunate of Conshohocken's town folk."

Her plan was immediately endorsed, it was provided that she should start and supervise the playground, and her friends underwrote the amount necessary to carry her plans into execution. While Frances lived, she carried on the work and collected, with the assistance of her father, her mother and some friends, sufficient money to pay the expenses of the Frances Ross Playground of Conshohocken.

In the fall of 1918—four years later—Frances Ross passed on. The work of carrying on the

playground was supervised by her mother. Her father and several friends in Conshohocken contributed to the support of the work. Shortly after her going, a group of college friends, led by Dorothea Jones, a very warm personal Conshohocken friend, collected a fund which was to be used as a memorial to carry on the work which had been so vital a part in Frances' life.

For the past eight years, the interest from this six thousand dollars has been used to support the playground which Frances started. Now the time has arrived when the municipality is ready to provide for the local work, and it is the thought of Mr. and Mrs. Ross that the income from this fund shall be used in the future to start new playground work in communities which have never before had playgrounds.

The Trustees of this fund have, with the written advice and consent of each contributor, elected to turn this endowment to the National Association, to be held as a perpetual memorial to Frances Ross. Mr. and Mrs. Ross have asked that for them I present this fund to you, as President of the Playground and Recreation Association of America.

DR. LEE: I want to say, in behalf of myself and the Playground and Recreation Association of America, that we are very much touched by this gift, and we will do our best, humbly, to carry on the thought and life of Frances Ross.

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## A Notable Gift

Inspired by a vote of Canton, Ohio, citizens creating a tax levy yielding \$22,000 a year for public recreation, H. H. Timken, president of the Timken Roller Bearing Company, has given a fund of \$200,000 for the development of Canton's parks and playgrounds.

Mr. Timken's generous gift was announced a few days after the November elections. In his letter to Mayor Swarts announcing the gift, Mr. Timken said: "The people of Canton, by voting at the November election a tax levy for recreation purposes, have manifested a commendable interest in the community activities long neglected in this city, the development and improvement of our

(Concluded on page 579)

# Program Building\*

By

C. H. ENGLISH,

*Director Bureau of Recreation, Chicago Board of Education, Chicago, Ill.*

## *The Architect*

The Recreation Executive should be able to plan the work with skill, embodying beauty, art-craft, foresight, and give careful consideration to detail.

## *Plat Plans*

The general layout of plans, strategy, and campaign of public knowledge of the work being done, the education of your Board and the scheme of training your workers, should be charted in advance of any program building.

## *Specifications*

Through use of bulletins, staff meetings, and institutes, workers must be given the rules and regulations governing program events. Demonstrations and detailed instruction should also be given workers in advance of the time when projects are promoted.

## *Skilled Workers*

The greatest care should be exercised in the selection of assistant executives as the major effectiveness of field service is their responsibility. Whenever possible workers should be recruited from specialized training schools. Selection made through examinations, after the prospective workers have taken institute training, is the second best method of securing workers.

## *Excavations*

Dig into the whole subject of program building. You must study the effect your activities and projects will have upon child behavior. Keep in mind the social complexes of communities, racial problems and the economic status of the various neighborhoods. Ferret out the "hook up" possibilities with existing organizations.

## *Foundations*

Let us strive to be more scientific in our selection of activities. Projects should have the elements of physical, aesthetic or artistic, mental, social and manual.

Analysis of any project should have as factors:

1. Can it be made competitive?
2. Mentality levels
3. Pubescent ranges
4. Minimum cost to individual and organization
5. Use of discarded materials
6. Wide range of interests, so that mass participation is assured as against specialized groups
7. Can you prove that the project has definite educational, character development results?
8. Has the project elements that will arouse public interest?

## *Frame-work*

### *Supporting Members*

Whether supported financially by public taxes or semi-public organizations, it is absolutely necessary to sell your service to the municipal authorities and general public. Monthly reports of activities to supporting members and the press are important. Securing their active participation as workers in judging events, making awards and actually directing the work, are essential to a successful yearly income.

## *Stresses*

To much stress upon any one type of program will bring a faulty design. It is recognized by the leaders in recreation that for girls 60% of program should be the so-called craft, social and mental activities, for boys 40% may be devoted to craft, manual, social and mental, and 60% to athletics. Even star athletes enjoy participation in activities other than athletics. A well balanced program requires participation in both phases of activities.

\*Given at Recreation Congress, Atlantic City, New Jersey, October 18-22, 1926.

*Live Loads**Dead Loads*

Activities must have elements of thrills, shock, joyousness, and a "kick." Unless this is prominent you will not get initial interest and response from the changing city child of today.

*Set-Backs*

Recreation workers must guard against two of the worst features of a competitive program:

1. Play workers *doing* the work in projects themselves and displaying the results as children's workmanship
2. Dishonesty and unsportsmanlike practices among athletes.

*Other factors* are lack of interest and initiative on the part of play workers, lack of training and political interference in appointments.

*Roof*

The program should be planned to cover as nearly as possible the whole range of children's interests. To familiarize children with a well balanced program will in time develop avocational activities that will protect them in adult life from stagnation in the use of the increasing leisure hours.

*Decorations*

A discussion of "awards" is vital for they represent an increasing menace to successful programs. Methods of reducing "pot hunting," and stimulating participation without the "What's in it for me" are problems that test the skill of the whole profession. In Chicago we are attempting substitutions with fair results. We feel we are on the right track, in using honor emblems, honor clubs, achievement point system for the playground, point clubs, perpetual shields and banners, and such activities as the Knot Hole Club to baseball game.

*Furnishings*

Activities should harmonize with the best in a child's nature. We must keep in mind the appeal to the beautiful, the highest form of appreciation, as well as to utility values. The influence of music and other forms of art may be the means of developing a child when other projects have failed. All children need as much art as we are capable of giving. Simplicity should be a guide

to our plans. There is enough of the complex activity in life now. Let us develop the use of "antiques." Why not a renewal of the old fashioned games and projects? It is not considered bad taste to have a Georgian exterior and a Spanish interior, to borrow the best offered in two different types of architecture. Why cannot we feel free to borrow the best methods from each playground system in building up our program? I am happy to say that I have never found professional jealousy in the recreation profession, and it is sincerely hoped that as we grow older, it will never develop. The national association has been our best guide on this particular subject.

*Improvement*

Apparatus and equipment are necessary for certain functions of playgrounds. Many of us have not made use of apparatus as a part of the program. Milwaukee is a notable exception. There the apparatus has been utilized in a low organized game program with very fine results. We have each year an apparatus contest to show the proper use of, and the extent to which the apparatus can be used. However, I am not in favor of equipping the playground with an elaborate layout of apparatus, especially the new types being forced upon the market. Do not buy any piece of apparatus that does not give physical exercise and that has the least hazard that wrong use may result in accidents. If possible make the yard a place of beauty by using trees, shrubs, and flowers. Plans can be made whereby even on a small ground planting can be successfully done. The effect on the children in such planning will repay the effort, besides being a necessary experience in children's lives. Nature study and appreciation is an important phase of program building, especially for children in congested areas of our cities. Every recreation system should have a Camp.

*Inducements for Occupancy*

A. If the program is built scientifically we need to have no fear as to the interest of playground patrons. Aside from stimulating the workers to better work, greater ideals, more thinking and investigation into the whole range of human activity, the communities themselves must receive our enthusiasms. Successful methods of stimulation that we have used in Chicago are: achievement record for playgrounds, and award of banner at end of year; merit system of scoring athletic per-



formances; point club; honor roll, taking moving pictures of activities and showing films at grounds; development of leaders' clubs, honor position in public events; Knot Hole Clubs; football passes; movie shows, and similar activities.

B. Publicity is always necessary to stimulate active participation. Newspaper stories, Evans-ton's Junior paper, Cleveland's Kidland Klippings, are excellent advances in getting newspaper publicity. Use of movie news reel, talks over the radio, demonstrations of work in public places, exhibits of work in central shopping districts and public buildings, the 1926 Playground Revue. The best of all methods is excellent service given on each playground to its own neighborhood day by day.

#### *Renewal of Lease*

This depends on satisfactory service rendered. Repetition of events in a program can be carried over a period of years, provided improvements and slight changes are made. An event that does not possess progressive elements will not live. We have found that the two and three week cycle of promoting events meets satisfactorily the temperament of the present day child.

#### *Note*

The type of program and description of activities used by the Bureau of Recreation, Board of Education, Chicago, may be had upon request by sending ten cents (10c) postage.

## Greetings from Honolulu

Miss Josephine Blackstock, Superintendent, Oak Park, Ill., brought to the Recreation Congress at Atlantic City, a box of orange-colored leis which she presented to the delegates at the Recreation Superintendents' Meeting, adding a touch of color and festivity to the grave deliberations. Miss Blackstock's introductory words follow:

Have you ever heard of—

Playgrounds with leaf slides?

Of bare foot football teams?

Of sand boxes with grass roofs?

Of quiet game spaces shaded with purple bougainvillea as large as a tree?

Of taking playground children on excursions to the sea to kill octopi?

Of a Squattersville turned over night into a playground and back again into a Squattersville?

If you haven't, then you have never been to Honolulu!

A few weeks ago I had the pleasure of visiting Honolulu, and inspecting the nine equipped playgrounds in the city under the escort of Arthur Powlison, superintendent of recreation. The only fault I could find with the system was that the superintendent was too modest; he had an excellently planned all-year round program, many novel features and games, and he had never let anyone on the mainland know about the matter. For instance, up on Punch Bowl, one of the highest mountain peaks, a chain of playground children had handed up every stone with which was erected a monument of stone and a bronze tablet with pointers showing the various continents and principal cities of America. There were dramatics, all year round athletics, outings, handcraft, novelty contests, a program that compared very favorably with most of those in the larger cities on the mainland.

I told Mr. Powlison that I should be very glad to tell the Recreation Congress something about his work, and it was at his suggestion that the Tourists Bureau sent the two hundred leis I have here with me as a greeting to the recreation superintendents. I believe that Honolulu would like very much to have the Congress meet next year in Hawaii, and I understand the city fathers will write to headquarters to this effect. If there is any endorsement that I personally can give Honolulu as such a meeting place, please let me take this opportunity of doing so. The most hospitable city in the world; the city that leaves you with the wistful feeling of all lovely things; the city that takes you to her heart; the only city that meets you and bids you farewell with its fragrant and beautiful leis, its poignant "Aloha Oe!"

# Nature's Invitation

DEPARTMENT CONDUCTED BY WILLIAM G. VINAL

## A COMMUNITY NATURE PROGRAM\*

Astrology is the leading nature sport at Atlantic City. Strange, is it not, that astrologers are more common on the land side of the boardwalk than nature guides on the ocean side? It simply shows what the people want, not only when they come to Atlantic City, but in nearly every large resort. It is considered a somewhat more aristocratic sport to dabble in astrology than in other forms of nature recreation. The astrologer will observe immediately upon your entrance that you were born under the cluster of stars called the Pleiades. This is one of the signs of the zodiac called Taurus, which, when translated, you will find means bull. Anyone can recognize instantly that the bull stands for strength. You feel flattered. As soon as you become posted concerning the lines of your palm you become a graduated palmist. Now you are entitled to hang out your sign for palmistry and astrology. You are Professor Bunkum, the world's greatest astrologist. By this time you are immune to nature-study.

Several of you have just had the experience of reading signs on the sand. A small area was marked off and you deducted the following story. The wet sand showed that the tide, which is indeed controlled by heavenly bodies, had recently receded. The slight ridges of sand were made by the wind ripples of the water. We called them ripple marks, and you were told that these marks were often found in sandstone formed in prehistoric seas. Some of you suspected that there had been a slight rain that morning from the several scattered pits that you observed in the sand. As the drops hit the sand squarely, and not at an angle, you inferred that there was no wind. Your inferences were pronounced facts by members of the party who were out for an early morning walk. And it was further evident that several horses had passed over the place toward the south. The larger horses were walking. The most recent traveler was a pony as his tracks were fresher. He was trotting as evidenced by the deeper hoof marks at the toe end. Then one of you discovered that he dragged one toe and must

therefore have been lame. Someone else, however, noted that the pony dragged both hind feet, a fact indicating old age rather than lameness on one side. The beach is a wonderful place to read signs. Twice every day it has a new diary page added to its story. Old and young enjoy sand-scouting.

As another example of what I have in mind I should like to talk about these shells. We can call it a "shell-game." I do not refer to the sleight-of-hand swindling "shell game" that may take place on this side of the boardwalk but to the "shell game" that we may play on the beach. Take this deep-sea clam shell for example. How would you know that it is a closer relative to the clam than the oyster? You say because "it is clam-like." If you had more time you would find that it has two muscle scars and a siphon scar which are common to clams and not oysters. Those who have never seen this animal in his native home may answer this question. Do you suspect that he lives beneath the mud, like the clam, or in the water, like the oyster? Yes, the siphon scar indicates that it is a mud-dweller. Compare the length of the siphon with the ordinary clam. Which lives deeper in the mud? Now will you show me which end of this shell is lower in the mud? Where are the growth lines? How old is this shell? You people are shell-palmists. You have been reading the life of this animal by the lines and marks on the shell. You have never seen this animal growing yet. You are able to tell me its home, age, position, and relatives. Shell-palmistry is an art which grows more wonderful and interesting with practice.

In this day of modern intelligence it seems trite to ask which is better training, sand-scouting and shell-palmistry, the art of deducting from things as they are, or the foretelling of things from mystic signs. Do not our children have as much right to come in contact with the nature professor as the astrology professor? If the child of today must have adventure, romance and beauty and I believe that he should, we must find sound, healthy ways for him to give expression to these inborn urges. Nature-study meets such an end.

A well organized nature program will bring

\*Address given at Recreation Congress, Atlantic City, October 18-22, 1926.

health through outdoor activities, a loyal *citizenship* through the appreciation of the community nature resources and a love of the beauty in local hills or lakes; *neighborliness* through appreciating, growing, and exchanging plants plus a pride in beautiful yards and streets, and *wholesome leisure* through the habit of nature interests.

#### WHY A COMMUNITY NATURE PROGRAM?

A community nature program is a *moving picture* show with something new each day. Unlike most forms of recreation it is good for 365 days in the year. It is further distinctive in that it provides wholesome pleasure for all ages and all walks of life. It does not require an investment in apparatus. It commences at the backdoor. Stranger yet, the admission is free but the returns on the investment are immeasurable. Such a bargain may make you suspicious. You may feel like the lady who married the physician to be well for nothing or even the lady who married the preacher so that she could be good for nothing.

Ultimately every inhabitant will have his contribution—it may be a mineral collection or a knowledge of dahlias, a bird bath or a hive of bees. Each neighbor will have personal responsibility for his share in making the city beautiful, in preventing flies or in attracting birds. There will be no grades nor keeping after hours because he knows ten June bugs instead of ten butterflies. There will be no question of the amount of knowledge or the lack of it. As far as an interest in nature is concerned no one will care whether school keeps or not. The question will be, what is each citizen interested in? What can he contribute? And the answer will not be scanning verse nor reciting the table of 6's. And it will not be a mechanical giving like the jingling of a coin on a collection plate. It will be a neighbor urging you to see his dog Rex do tricks, to walk with him in his rose garden, or to see his big Hubbard squash. Whether it is Indian corn, or Italian squash, or a fruit from the Garden of Eden, it will be just as welcome to the community assets. It will be a call of the village Audubon Club to go on a bird walk down by the old mill stream. Each one will lose himself in interest in *his* garden, with *his* birds, or *his* pets. The aim will be to have every citizen an amateur naturalist each in his own way. Every nature enthusiast will be a teacher, every open space a school, and every citizen a contributor.

#### A COMMUNITY NATURE INTEREST IS NOT NEW

The cultural production of early America was almost wholly based on the natural environment. The house wife spun and wove from home grown wool. Each neighborhood had its "sugaring down," "husking bee" and song. And what songs those must have been when accompanied by a cornstalk fiddle! The boys went fishing and the men hunting—sometimes for sport and at other times as a business. In the evening they related their experiences before the glowing fire-place. Nature-study may be an unlimited medium through which we get an expression in story, art, song, or drama. When nature is used as such an instrument it will perform a vital service in the community. It is the road to happiness.

The community nature movement has not come into its own in any Twentieth Century community. It *does* exist in its component parts in different communities. Providence, Rhode Island, is the home of the Rhode Island Field Naturalists' Club which has a printed program announcing its weekly trips throughout the year. One has to be over eighteen years of age to become a member. But *every* community should have a field naturalists' club. Brookline, Massachusetts, is not only a beautiful residence town but is a bird sanctuary where every home protects its feathered friends. But *every* town should be a safe place for birds. Cohasset, Massachusetts, is the center of fashion in bird baths, feeding stations and bird banding. Why give Cohasset the monopoly? Meriden, New Hampshire, is noted for its bird masques.

Rochester, New York, is the "Flower City." Gloucester, Massachusetts, on Cape Ann, is a "land of rocks and roses" and Portland, Oregon, is also famous as a "Rose City," having adopted the rose as the city flower. Garden City and Forest Hills Gardens, on Long Island, are classical examples of detailed planning. England is building 2,500,000 garden homes. It is good national business. Sunnyside in New York City has a playground for every city block. Davenport, Iowa, is the "City of Beautiful Backyards." (I know some other cities that have Queen Ann frontyards but Mary Ann backyards.)

The Buffalo (N. Y.) Museum of Natural Sciences gives a nature study course for teachers, illustrated lectures to the public schools, has portable exhibits and story hours for small children, museum games for older children and the Roosevelt Field Club for young naturalists. It also pro-



vides neighborhood center lectures on Friday evenings and conducts a lecture lyceum bureau. The Chattanooga Writers' Club announces a 1926 Nature poem contest. The Los Angeles, California, Nature Club meets Tuesdays for dinner and has frequent field trips. The Brooklyn Botanic Garden not only provides lectures for children but instructs in greenhouse and outdoor work on Saturdays.

Chicago has its Prairie Club and Minneapolis has a hiking club fostered by the City Park Department. The Rocky Mountain Club of Denver has a fine Alpine record. The Appalachian Mountain Club of Boston celebrated its fiftieth anniversary in the fall of 1925. It has a library of outdoor literature and maintains 300 miles of trails with shelters. Its trail guide is a model of its kind. A city near Montreal has a plant hospital where you can take sick plants. It also has a winter greenhouse for household plants.

A more complete census is probably unnecessary to show the possibilities when we once start to mine the resources concealed in nature enjoyment, and the most sceptical cannot think of it as an untried theory.

#### THE FIRST STEP

The first thing to do in organizing community nature study is to make a survey of what the community is already doing. Has it a hiking club? An Audubon Society? A garden club? Who are its leaders? Do the schools have nature study? Who is the supervisor or who are the enthusiastic nature teachers? What has been accomplished in park development? Shade trees? What is being done by the Library? Who are the most successful nature leaders in scouting? What are the nature activities at the Y. M. C. A. and the Y. W. C. A.? How are Bird Day, Arbor Day and May Day celebrated? Is there a community museum? What individuals have collections? Who are the village enthusiasts in trees, wild flowers, insects, minerals? These are the leaders to call together to discuss plans.

The rallying point may be a stereopticon lecture, a fall flower show, a tree walk, a nature exhibit by the school children, or the planting of a tree on Arbor Day. Start with the event that will be most interesting to the people, using an outdoor fire-place, the park, the museum, the library or some school building as a meeting place. A banquet sometimes surpasses all other urgent re-

quests. Make the facts known which will win the services of others, having all the members participating in something. If it is decided to organize a field naturalists' club the president, secretary-treasurer and executive board should be elected at this time. They will plan the next events.

#### "COUNTING THE COST"

One of the first questions is, "What will it cost?" We have spent money on museums because we think them worth while yet we pay no attention to the thousands who go every day into the fields and forests. The children who play there are at an impressionable age, ready to learn nature's laws. The hills, ferns and birds have cost us nothing, yet one can achieve things there that are impossible in the museum. Although it is undoubtedly a public responsibility, in the beginning days the work will have to be done by volunteer leadership. It has been found that 50 cents annual dues are quite satisfactory for a neighborhood nature organization. This will pay for the programs and the necessary notices that have to be sent out.

Samples from the itinerary of the Autumn Program of the Rhode Island Field Naturalists' Club will show the most convenient form of announcing trips.

Sept. 11. *All Day Field Trip*. Miss Sisson, Leader. Phillip Sisson, guide. Union Station 6:15 A. M., daylight saving time. Buy tickets for Woodville, Washington County. Bring lunch and rubbers. Those having autos communicate with Fred Corp.

Sept. 18. *Fossils*. Mr. Hawksley. Crescent Park Car east end of Post Office 1:30 P. M. Round trip 24 cents.

Oct. 16. *Birds*. Dr. Lovewell. 8 A. M. Train to Sharon. 94 cents each way. Moose Hill Bird Sanctuary. Bring lunch.

Oct. 23. *Fields and Woods*. Miss Bishop. Chepatchet Bus, 2:15 P. M. Harvest supper at the grange sixty cents. Telephone Angel 1607 W.

#### NEEDED—A FULL TIME NATURE GUIDE

Every community with a population of 25,000 or more needs a full time nature guide. A complete nature program is a community responsibility and it ought, therefore, to be supported by public taxation. This would amount to 10 cents for each citizen in a population of 25,000. It would be the guide's duty to establish a museum,



a botanic garden, a community greenhouse, flower shows, pet shows, and garden exhibits; to launch conservation campaigns; to arrange lecture programs; to organize bird clubs, field study clubs, hiking clubs, with programs; to train scout leaders in nature; to speak to various civic organizations and to run a schedule of field trips. Every community is hungry for just such leadership and it will be one of the surest and quickest ways for Americanization.

One of the early projects of the community nature guide would be to organize a Nature Lore School for leaders. To be successful it should be in a nearby camp and last for a week or at least for a "holiday week end." Local Scouting organizations are usually glad to lend their camp for such a purpose. The staff should consist of nature specialists, and out-of-town naturalists give an added zest to the program. Trips, outdoor cooking, woodcraft, with nature songs and stories in the evening, would be the course of study. The degree of CNG could be awarded those successfully completing the requirements. The graduates would make up the faculty for community nature guiding.

Nature publicity would go along with the school and the nature guide would write up all club meetings, trips, things seen, unique activities, and the election of officers. If there were a movement on foot to get rid of the flies of the community, he could write a feature story to show that "Prevention" is better than "Swatting" as a slogan. He might tell how one community offered a prize to the one who killed the most flies. One boy, with an eye for business, went to raising them! If all nature news were accepted through his office it would assure accuracy. It is well known that some newspapers release certain nature monstrosities when business is poor. For example, a man-eating shark and octopus are released every year off the New Jersey coast. The guide would be responsible for nature news when it is news and not natural history. Better still, he would anticipate the blooming of the rhododendrons. He would tell you when and where to look for the song sparrow. He would seize on any local nature event, such as a washout, a water spout, a visit of black ducks, or the seventeen year locust, and present it to the public. The over-running of the gardens with a blight might be used to show the necessity of promoting nature knowledge. Statistics about children injured in the streets when

they should have more interests in the fields and woods would be effective. Photographs are acceptable with all of these items.

#### THE NATURE PROGRAM A YEAR-ROUND PROGRAM

These activities would demand a year-round program, because the craving for the outdoors is instinctive—a year-round need; because the nature stage is continually changing and giving varied interests—fall fruits, spring birds, winter tracks, and summer flowers; because the woods and fields are safe places for play; because nature begins at our very doors and is within the reach of all; because it is a mutual benefit and asset; because it is particularly well adapted for family recreation—an opportunity for the revival of the family picnic.

The nature guide must realize that nature love or enjoyment is spasmodic. It is not for all the people all the time but for some of the people all the time. Every person has within him the germ of nature enthusiasm and when the guide strikes the right cord of stimuli the spark of interest may glow. He is striving to help every man to be himself.

And the guide must be a good child psychologist. Every child at the age of six is passing through the "mud-dauber stage." It will be natural for some to carry a snake in the pocket. That is the boy's first test for the teacher or the playground leader. Can you stand the test? Then there is the "plums and peaches taste better from the other side of the fence" stage; the collecting of shells and rocks; the laboratory botanist type who is willing to dissect the daisy to the chant of "eenie, meenie, minie, mo", the entomologist who is ready to experiment with grasshoppers to see them spit molasses, caterpillars to see them walk tight rope, and possibly bumble bees to see which end stings; the young physicist who likes to build water wheels, and kites; the chemist or anti-fundamentalist who dares to pick up toads, or tries out "the snake dying before sunset" doctrine. And along with torturing goes the keenest sympathy for *his own* chickens, rabbits and dogs. Pulling legs off a fly and the sport of shooting them with a pop-gun is an early delight. As soon as you know that the fly has non-skid feet, eats through a sieve and sings with his wings you cease torturing him. And then you learn later that flies are more dangerous than bears, but you do not return to torturing. You plan a campaign to pre-

vent them. These ideas are carried on by a purpose beyond one's self. No course of study could ever bring these things about. They result from a growth through experience.

Experience means material—and every child must have material, but not the expensive indestructible, iron furniture kind. He would much rather have a brook and good rich mud oozing up between his toes. He must handle and dissect the material. Guide him from mud pies to clay modeling. Play a game where he interprets tracks in the sand. At the Playground Leaders' School on Long Island we went to a clay bed and experimented in making various models. Some youngsters nearby joined in. It caught like measles! Spread your nature interests by contagion. Give youngsters a chance to explore and dissect. Guide their experimenting into the acquiring of knowledge which takes them out of the torturing stage. The animal kingdom is a wonderful source for the dramatic instinct, as you realize when you think of the calls of dogs, hens, ducks, and cows. Have plenty of "cave-man" stuff—guns, horses, big game (other than the school teacher), trees, animals and rivers. Give them material and they will furnish the imagination.

In district No. 3 we used sticks for horses—a red-osier dogwood stick for a red horse, an ash-colored viburnum for the grey mare, and the shoots of the kinnikinnik for a good roan horse. How many of you know what color a roan horse is? We were more serious with our horse trading than David Harum—and I am not sure but that David Harum's work was his play. Horse trading to him was surely a game, a sport. Not that the child who plays with an imaginary horse is to become a horse jockey! Imagination, invention, discovery, and contest in games are play. We

must teach the child to carry on the spirit of imagination and discovery through life so that he will always have the spirit of play.

#### THE COMMUNITY NATURE ALMANAC

The Community Nature Almanac which follows is a suggestive outline of nature activities which a nature guide may carry out in any locality. It is not a series of stunts for trained animals. It is not a market gardening job where the manager ships an intellectual menu for forced feeding. It is a list of seasonal opportunities that people may want to do; it provides material for all the people. The mountain club of 200, the insect club of twelve members and the hermit philosopher in his cabin, each has a part to perform. The whole community is exposed to certain nature activities. The guide follows up any lead that he may get. Community nature study is the law of "that which ye sow ye shall also reap." If the community teaches crap shooting back of a tree that is what we get. If we sow weed seed that is what we shall harvest. If we sow the detailed color descriptions of birds there will be a generous harvest of color vocabulary but not appreciation of birds or a desire for feeding tables.

And when an inhabitant finds his nature bent we should allow him to do his own growing. Anyone who becomes a "nature bug" never grows up in that respect. He is always growing with his hobby. A leader has no right to "cut in." The job of the leader is to provide opportunities of experiences. He plays different streams of interest upon the community. There will always be those who will not be stimulated but the leader can take courage in knowing that nature is an infinite science.

I hope that the steady progress in music and all of the fine arts will be the everlasting heritage of young America. With such interest in the nobler things of life to control their thoughts, the future of their country will always be safeguarded and unrolled with that practical altruism which is the soul of a great nation.—Alvan T. Fuller, *Detroit Educational Bulletin*, December, 1926

*January*, the first month, hath 31 days,

1927

The Snow Moon\*

1927

A good beginning makes a good ending.  
Well begun is half done.  
Never put off till tomorrow what you can do today.  
—Proverbs.

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|-------|---|--|
| 1 Sa  | <i>Happy New Year!</i>  | Start hyacinths and narcissi in the house.   |
| 2 S   | <i>Length of day 9 h. 24 min.</i>   | Keep notes on your nature activities. It will help next year.  |
| 3 M   | <i>A falling barometer with increasing cold indicates snow.</i>   | English Proverb: As the day lengthens, the cold strengthens.   |
| 4 Tu  | <i>In 1924 there were over 5000 camps.</i>  | Put suet in wire netting on trees for birds.   |
| 5 W   | <i>Sun rises 7:38; sets 4:33.</i>   | Pung rides, skiing and snow shoeing parties.   |
| 6 Th  | <i>Benjamin Franklin, b. 1706.</i>  | The first skates were made of bone.  |
|       | <i>The Epiphany.</i>  | Make list of "Who's Who" among winter bird visitors.   |
| 7 Fr  | <i>The Woodcraft League was organized by Ernest Seton.</i>  | Remove egg clusters of tent caterpillar.   |
| 8 Sa  | <i>Thompson in 1900, under name of Woodcraft Indians.</i>   | Fur bearing animals need protection. What are your laws?   |
| 9 S   | <i>Charles G. D. Roberts, b. 1860.</i>  | Look for cross bills feeding on pine cones.  |
| 10 M  | <i>"POEMS OF WILD LIFE"</i>   | The "January Thaw" sometimes fails.  |
| 11 Tu | <i>Grand Canyon National Park, 1908.</i>  | A snowflake is star-shaped yet no two are alike.   |
| 12 W  | <i>Yale received in 1923 the Ray Tompkins Memorial tract of 750 acres. 200 acres is a sanctuary for native plants and wild animals.</i> | Examine with a hand lens the next snowflakes that fall on your coat-sleeve.  |
| 13 Th | <i>Arbor Day in Louisiana. Thornton Burgess, b. 1874.</i>   | Find four distinct patterns, or "forms" of elms.   |
| 14 F  | <i>"BIRD BOOKS FOR CHILDREN" Edward F. Bigelow, b. 1860.</i>  | "Time Candles" were used by Alfred the Great.  |
|       | <i>"THE SPIRIT OF NATURE-STUDY"</i>   | One can be divided into inches by using black enamel paint.  |
| 15 Sa | <i>Have the Public Library reserve a nature book shelf by seasons.</i>  | Find how long it takes to burn one inch. Multiply by the number of inches to find the approximate time to burn the candle. Use a time candle for dressing. |
| 16 S  | <i>Length of day 9 h. 40 min.</i>   | Bucks are shedding antlers.  |
| 17 M  | <i>St. Anthony, b. 356. Patron and protector of lower animals. Full moon.</i>   | Run special sky events in the daily.   |
| 18 Tu | <i>Eustis, Florida, dedicated a Nature Cabin for Children, 1926.</i>  | Sit before the fireplace and tell stories about the dogs of St. Bernard who rescue travelers lost in Alpine snow.  |
| 19 W  | <i>David Starr Jordan, b. 1851.</i>   | Collect six kinds of maple twigs and note the difference.  |
|       | <i>"FISH STORIES"</i>   | This is the best month to collect birds' nests.  |
| 20 Th | <i>In 1925 over 312,000 boys went to Boy Scout camps.</i>   | The humming bird's nest is the most difficult to find.   |
|       |   | It is fun to fish through the ice.   |
|       |   | Observe the "seed-birds" on the snow near the birches.   |
|       |   | Throw out small grains and bread crumbs for the birds. (Farmer's Bulletins 621, 760, 844, 812.)  |
|       |   | Start a goldfish jar.  |
|       |   | Which oaks still have their leaves?  |
|       |   | Build a window feeding station for the birds.  |
|       |   | When they get accustomed to coming try bird photography. Use suet and weed seed.   |
|       |   | Beaver are eating their winter stores. (Read Mill's Beaver Stories.)   |

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|-------|---|--|
| 21 F  | <i>Do the children of your community have the opportunity of camping? If not, plan now. Moon arises 9:39.</i> | Paint gypsy moth egg clusters with creosote.<br>The snow shoe rabbit has on his white winter coat.   |
| 22 Sa |   | Take a Boy Scout Manual and identify animal tracks.  |
| 23 S  | <i>The last Passenger Pigeon died in Cincinnati Zoo in 1915.</i>  | Animals write a diary in the snow. Try to decipher a few stories.  |
| 24 M  | <i>First National Game Preserve, Wichita, Oklahoma, 1905.</i>   | Sunday paper story of table salt.  |
| 25 Tu | <i>Has your Community a Botanical Garden?</i>   |  |
| 26 W  | <i>Rocky Mountain National Park, 1915—Mabel Osgood Wright, b. 1859.</i>                                       | Trees are as easy to recognize in winter as in summer. Make a twig collection and identify by means of Blakeslee and Jarvis' <i>Trees in Winter</i> which you may get at the public library. |
|       | "BIRDCRAFT"   |  |
| 27 Th | <i>Plan a Nature Reading Club</i>   |  |
| 28 F  | <i>by author's birthdays.</i>   | Foxes are mating.  |
| 29 Sa | <i>Length of twilight 1 h. 35 min.</i>  | How do deer spread the "silent alarm"?   |
| 30 S  | <i>Length of day 10 h. 5 min.</i>   | Red squirrels and mice have snow tunnels.  |
| 31 M  | <i>Sun arises 7:22; sets 5:06.</i>  |  |

\*The Almanac will appear each month in *THE PLAYGROUND*. It may also be secured in pamphlet form from the P. R. A. A.. Price, 40c.

## Report on Publicity Session at the Recreation Congress

Arthur Noren, superintendent of recreation in Springfield, Illinois, was the first speaker. Presenting first the newspaper as an important publicity medium, Mr. Noren recommended that executives put recreation on a par in publicity with other attractions. It is important to keep clippings of stories in order to know what interested the people a year before and in previous years. These clippings are also a record of activities.

Mr. Noren made the following suggestions:

1. Have the editor know you by your first name. Personal acquaintance will help get the newspaper behind you. First sell yourself to the editor. Cultivate the reporters. "I entertain reporters in my own home," said Mr. Noren.
2. Help the newspaper in its own projects.
3. Do not make your stories too long.
4. Give the papers big stories for Sunday.
5. Use the plant of the newspaper for your small printing work.
6. It is important to give the same treatment to both newspapers. If you give one a big story one

week, be sure to give the other one a big story the next week.

7. If the reporter comes around to your office when you are busy at something, let him "butt in."

8. The second important publicity medium is the office girl.

9. Children are a fine publicity medium.

10. Have extra copies of your monthly reports run off for important people in town.

11. Magazines will give national publicity to your work if the stories are well written.

12. Avoid sob stuff.

### Discussions:

There was considerable discussion on the use of a petition as a publicity medium by which to impress the town council. Its effectiveness depends pretty generally, it was agreed, on local attitude on petitions.

One member of the Reading recreation staff gives one-third of her time to writing publicity for the papers. Art work in newspaper illustrations or in leaflets is a good eye catcher, according to Mr. O'Brien of Memphis.

A portable moving picture service was recommended. Mr. Charles English of Chicago said that suburban towns may very readily get news into the big town papers because the papers are seeking more subscribers in the suburbs. The same is true of the radio.



# Examinations for Recreation Workers

The following questions are among those used by the Bureau of Recreation, Board of Education, Chicago:

## PLAYGROUND—THEORY—MEN ONLY

### I.

(a) What should be the aims of the modern playground program?

(b) Indicate the means by which such aims as you have outlined above may be realized.

### II.

(a) Give in brief outline the two best known theories of play.

(b) Name four (4) of the outstanding leaders of the play movement in America.

### III.

Discuss the relative value of athletics and handcraft in a playground program.

### IV.

Name all the articles that you consider essential in the first aid equipment for a playground. Give the method of procedure and name the articles used in dressing a cut on the foot, a broken arm, an injury to the eye and nose bleed.

### V.

(a) How would you manage the following situations?

(1) A fight (2) Boy smoking (3) Disrespectful word or attitude to you as official (4) Unruly gang.

(b) How would you give leadership to the following activities which are to be promoted at the same time? (1) A baseball game; 3 matches of horse shoes; radio construction and a marble elimination tournament.

### VI.

Discuss briefly how you would produce team spirit in: (1) practice (2) in selection of your team (3) in the development of loyalty.

### VII.

In what kinds of activities do boys of the following ages take a natural interest? Put in column A the natural interests, and in column B the suggested activities they might be taught to like.

#### Ages

- (1) 6 to 9
- (2) 9 to 12
- (3) 12 to 15
- (4) 16 to 18
- (5) 18 and over

Example:

Age 6 to 9

A.....

B.....

### VIII.

Discuss a method which you would use on yourself to ward off (1) discouragement (2) tardiness in reports required (3) inactivity (4) disinterestedness and poor sportsmanship.

## PLAYGROUND—THEORY—MEN ONLY

### I.

A. Outline a day's order for a playground.

B. What methods would you employ to secure participation in special projects?

C. Outline possibilities for winter activities on a Board of Education playground.

### II.

How would you meet the following problems:

1. Two racial groups equally strong in numbers and socially antagonistic to each other. Both want equal privileges.

2. Secure cooperation and understanding with foreign parents regarding their children participating in program, especially where traveling to other centers is necessary.

3. A mixed group of young men and women using playground as a meeting place with questionable actions and not up to social standards.

### III.

A. What methods would you use to organize clubs in playground service?

B. Outline the objectives of these clubs and give activities.

C. What age groups would you organize?

D. Just what will be your relationship to clubs?

### IV.

A. Outline steps you would use to capture the interest of a boys' gang who are troublesome but who are in your neighborhood and rightfully belong to your playground.

B. What is the nature of program given?

C. What method of discipline is necessary to handle the gang which does not live in your community but whose members come to your playground looking for trouble?

D. What would you do with a "bully" on your grounds?

### V.

As an instructor you are responsible for the upkeep of the grounds. An attendant is assigned to

each ground to do minor repairing, care for surfaces, shrubbery, clean shelter court, office, toilet, and supervise children when instructors are not on duty.

A. What method would you use in case attendant is not doing his work to correct the situation?

B. What authority or rights does he have?

C. Outline steps to educate him in proper handling of children.

#### VI.

A. Give 8 fundamental rules in Soccer Football.

B. Outline duties of the referee in a Wrestling Bout and name the holds not allowed by the Department, and give reasons why they are barred.

C. Draw a diagram of Volley Ball Court.

#### VII.

A. What test would you give a boy to recognize his fitness to enter the 100 yard dash or 220 yard run in a Track Meet?

B. Outline an Apparatus Contest for following age groups:

10 to 12 years

12 " 14 "

14 " 16 "

C. What method of scoring would you use under "B"?

#### VIII.

A. Why should the City of Chicago use tax money for playgrounds?

B. Is it justified to keep them open during the winter months?

C. If a group of citizens came to you asking for a playground, what factors would be considered in your decision to authorize it or not?

#### THEORY—WOMEN ONLY

##### I.

(a) Describe three kinds of toys you could make; two at least being of a mechanical nature.

Name materials and tools necessary for making.

(b) Describe three different games that could be made with the target or ring toss idea as a basis.

(c) Describe three original dolls you could demonstrate and material used.

(d) Name all materials you could suggest that could be utilized in doll house craft.

##### II.

(a) Draw up a diagram for an elimination tournament in playground ball for either 9, 11, or 13 teams. Use double elimination to determine

first, second, third, and fourth place for last four teams.

(b) On this basis report:

1. How many teams played.

2. How many individual players took part in the tournament, showing how you obtained your figures.

3. How many games were played.

##### III.

Name five events suitable for efficiency tests for girls. How should these be graded and classified?

##### IV.

(a) Name three possible playground activities with which you could correlate sand craft.

(b) Give an example of how you would do this.

##### V.

(a) Discuss briefly why you have chosen to go into playground work.

(b) Discuss briefly the educational value of recreation.

##### VI.

(a) Name five games in which it is possible to use groups of 40 or 50.

(b) Name three sense games for little children.

(c) Name three very active games for cold weather.

(d) Name two guessing games for quiet groups. (Be ready to teach any one of these if called upon.)

##### VII.

(a) In horse shoes give rules for scoring a ringer, a leaner, two shoes closer than opponents, closest shoe to stake. How many points constitute a game?

(b) In volley ball give decisions for a service going over the net and striking on line in opponents' court; a direct serve into the net; a service going over net and striking inside of opponents' court; a direct serve striking net and falling into opponents' court; server steps on or over line in act of serving. How is game decided?

(c) In playground ball what is the decision when a ball is struck at by the batsman without its touching his bat; a good ball legally delivered by pitcher but net struck at by batsman. If the pitcher makes a balk, if the ball is batted by the batsman when any part of his person is outside lines of his position. How is this game decided?

## VIII.

Discuss briefly discipline and control.

## PLAYGROUND—THEORY—GIRLS ONLY

## I.

Give three specific reasons each for including in a playground program—

1. Craft Work
2. Games and Sports
3. Dramatic Work

## II.

- (a) What are the differences in objective between an ice skating meet and ice skating efficiency tests or track meet and an apparatus or efficiency test?
- (b) What advantages are there in including both types?

## III.

Aside from a knowledge of program content and technique what other knowledge and qualifications do you consider essential for this position? Discuss fully.

## IV.

- (a) Enumerate and discuss ways in which you could test the efficiency of your playground work.
- (b) Give three methods of building up interest:
1. For a younger group.
  2. For older children.

## V.

- (a) What are the elements to be considered and the dangers to be avoided in planning a track meet for girls. Illustrate.
- (b) Give the progression in teaching a start for 100 yard dash.
- (c) What are the duties at a track meet of—
1. Clerk of Course
  2. Referee
  3. Judge
  4. Timer

## VI.

- (a) Classify the attendance at the playground in groups. Name four activities suitable to each group.
- (b) In what way is it possible to vary interest in hikes?

## VII.

- (a) Give dimensions of playing space for the following:

Playground Ball  
Volley Ball  
Horseshoes

- (b) Define:

(Baseball)

(Volley Ball)

- |                   |                      |
|-------------------|----------------------|
| (a) foul tip      | (f) net ball         |
| (b) illegal pitch | (g) side out         |
| (c) dead ball     | (h) point            |
| (d) block ball    | (i) touching the net |
| (e) foul strike   | (j) push ball        |
- (c) Outline an apparatus test suitable for children aged 10 to 16.
- (d) What events would you include in an efficiency test on the playground for girls to run one month during the summer.

## VIII.

State specifically what you believe to be the special advantages of having playground work connected with the public schools.

Will you not send in the questions which you use in your city?—Editor.

## A New Town Hall in Pembroke

Pembroke, Mass., a community of about 1,500 inhabitants, is to have a new town hall, designed after the best traditions of early New England architecture. The main entrance to the building will be through a large open portico leading to a good sized vestibule where there will be recesses with windows to serve as ticket office for the auditorium. On the right of the vestibule will be the town offices arranged as a suite, leading from the waiting room. It will be possible to enter any one of these offices from the waiting room. To the left of the vestibule will be the town library, and its own lobby. Adjoining the library will be a large book room which may also be used as a librarian's workroom.

The auditorium will have a regular stage, on each side of which will be two small anterooms available for chair storage or other purposes. Over these anterooms are dressing rooms, reached by stairs, which will serve as independent exits from the stage. Two wide stairways will lead from the front of the building to a lobby on the second floor. This upper lobby will serve as an entrance to the balcony and to the entertainment hall or lodge room, which has been so designed that it may serve for dances, lodge use or entertainments. A large double moving picture booth will be provided. Directly back of one end of the hall will be the closets and robing rooms and at the other end a separate anteroom with coat rooms and toilets.

# How to Celebrate Washington's Birthday

" 'Tis splendid to live so grandly  
That long after you are gone,  
The things you did are remembered  
And recounted under the sun;  
To live so bravely and purely,  
That a nation stops on its way,  
And once a year, with banner and drum,  
Keeps its thought of your natal day."

—Margaret E. Sangster

The first celebration of Washington's Birthday on record was held in 1782. The early celebrations were purely festive. Later a more formal note was included mainly in school programs and Washington's courage and loyalty were portrayed through music and recitations. Because of the colorful costumes and the gay social atmosphere of Colonial days, social groups find Washington's Birthday a particularly happy time for parties. So we now have both the merry celebration and the more serious. Material representative of both types has been collected for this bulletin.

## A Washington's Birthday Party

By

ERA BETZNER

The custom of celebrating George Washington's Birthday with some festivity offers a delightful opportunity for a party which is "different." Colorful red, white and blue invitations with the same motif carried out in the decorations, favors and refreshments; some unusual games planned to suit the spirit of the occasion; forty or fifty guests greeted by Uncle Sam and Betsy Ross in costume—what more could be desired for a happy and successful celebration?

### *Invitations*

Unusual invitations may be made as follows: Use a white card, write with clear blue ink in the center of the card, leaving a wide margin. Paint two red stripes one half inch apart in each margin at right and left of the writing. Between the two red stripes, paint tiny blue stars. The lines and stars are made with a broad tipped pen.

### *Decorations and Favors*

A gay patriotic atmosphere may be achieved in the barest recreation hall as well as in a smaller

room by the judicious arrangement of red and white strips of bunting or crepe paper and large blue cardboard stars. The strips are cut in varied lengths and widths and pinned or pasted to lengths of wood or cardboard which are suspended from the ceiling by string or wire attached at each end. These strips interspersed with large blue cardboard stars will flutter gaily over the crowd as they move about.

### *Receiving the Guests*

A colorful note will be added to the party if the reception committee will wear costumes of the period. Led by Uncle Sam and Betsy Ross they will add a colorful note to the opening of the party. Two sets of numbered cards of either red, white or blue are distributed among the guests. If the committee is ambitious, these cards may be cut in the form of stars and stripes with the dates of different historical events which occurred during Washington's time written in contrasting colors on the back. Guests are instructed to match colors and numbers for partners. When partners have been found, all those bearing red cards go to one section of the room, those with white to another and blue to another.

For each group there is a table on which have been placed lengths of thin wire, squares of red and blue crepe paper and circles of plain white paper, for making paper flowers. These should be supplied in two sizes—the smaller ones form the gentlemen's boutonniere and the large size are used for the ladies' corsage. These are very simply made by using a length of wire for the stem, crushing the red and blue paper and thrusting the wire through them, then using the circle of white paper for a base. The ladies make boutonnieres for the gentlemen and the gentlemen make a corsage for the ladies. The group which succeeds in completing the favors first, heads the grand march, following Uncle Sam and Betsy Ross.

A George Washington party would not be complete without the grand march. This should be led so that it concludes with the guests in a circle. The following is a paraphrase of a well known game which is useful for getting acquainted:

### *Red, White and Blue Headlines*

The object of the game is for each person to learn from his neighbor on the right, his name



and what he remembers being told about George Washington when he was a child. One or more of the group (preferably those in costume to begin the game) move to the center of the circle. The person in the center points suddenly at another in the circle saying quickly "Red, white and blue, red, white and blue, red, white and blue" and then counts to ten. If the confused person pointed at cannot respond before the tenth count with a headline giving the name of his neighbor and what incident he recalls about George Washington, he must change places with the one in the center. Such replies as the following will create much merriment. "The father of our country by John Phillip," "He could not tell a lie by Miss Andrews," etc.

#### *Birthday Forecasts*

For this game the leader must have a book which tells of the influence of the signs of the Zodiac over those who were born in the different months of the year. These can sometimes be obtained at the ten cent store or they may be found in the library under the heading of astrology or palmistry. If these cannot be conveniently obtained a vivid imagination may construct appropriate forecasts. The players form a line across the end of the room. The leader standing at the opposite end calls the name of some month in the year and the players immediately count ten. By the time they have counted ten, those players who were born in the month named should have reached the opposite end of the room in line with the leader. If they fail to do so, the penalty is that they must in turn spell backward the name of the month in which they were born. The leader may call "November," the line counts ten, and five people who were born in that month cross the room. The leader then finds in the book that they are "Fortunate in matters of business, hospitable, dress in excellent taste. They are impulsive in likes and dislikes, and apt to be too frank and outspoken. They are easily influenced by their surroundings and they should not marry early, etc., etc."

#### *Aiming at the Stars*

A large target is made by placing together three stars of different sizes—the center white, the second red and the outer blue. Sharp pointed darts tipped with red, white and blue are used. Each player is allowed four shots at the target. The inner or white star counts 15 points, the next,

the red, counts ten and the outer, blue star counts five. A tiny bow and arrow may be given to the winning couple. If the group is a large one, three targets are prepared across the end of the room. The players find partners and line up before the targets and couples in turn move up to the spot from which they take aim.

#### *Carrying the Color*

This is a relay race. Three scarfs are necessary, one red, one white and one blue. Chairs are used for the goal. Couples are divided into three groups. Each group lines up facing a goal. A scarf is given to the lady at the head of each line. At a signal from the leader, she throws the scarf over her partner's left shoulder and ties it on the right side of his waist. They then join hands and walk to the chair, the lady sitting on the chair, the gentleman bowing with his right hand over his heart. He then takes the lady's hand again and they return to the line. The lady unties the scarf and passes it to the next couple behind them as they move to the end of their line. The line wins whose head couple first returns to place.

If a formal program has been prepared, it should be presented directly preceding the serving of the refreshments or immediately afterward. In any case such a gathering would not be complete unless it concludes, as it did in the past, with the Virginia Reel.

#### *Refreshments*

Refreshments may be a feature of the evening. Have the table covered with a white crepe paper cloth and place a wide strip of red paper across the center. Then take another strip and lay it across the other way, forming a cross in the center. Now place a large white candle attached to a large blue cardboard star in the center of each of the four white spaces. A large rosette of red, white and blue ribbon may be tied to the candle. Place a square of white cake on a small paper tray. Insert a tiny red birthday candle holder in which has been placed a blue candle. Candle holders may be obtained from the ten cent store. Serve with this, red and white ice cream. Uncle Sam lights the large candles on the table after the plates have been passed, and the guests are instructed to light their candles from the large candles. Couples may be asked to think of as many historical incidents as possible which occurred during the life of George Washington. Later Uncle Sam may call for results and the

couple remembering the largest number of incidents may receive a box of candy in the shape of a large silver star while the couple remembering the least is given a first grade primer.

### The General Goes Home

By

LUCY BARTON

A playlet for eleven girls

Time: December, 1783—It is early afternoon.

Place: The drawing room of a house in Maiden Lane, New York City.

Characters: Diantha, Betsy, Polly, Clarissa, Patty, Lucy, Annetje, Freda—All of New York. Rebecca, from Salem; Dorcas, from Philadelphia; Michelle, from Normandy.

\* \* \*

(Enter from door R., Diantha, Betsy and Michelle)

*Michelle:* (with a little accent) No, cherie, I do not think so. All my life till I come to your so delightful city I am living in the very old Normandy chateau far in the country from Caen. I think I will go there by the hard coach journey so soon as we reach land. My father, he will go to pay his duty to the king.

*Betsy:* But you do go to Paris, don't you? O, How I should like to go.

*Michelle:* Yes, once have I been to court. It was very gay, but I did not like it as I do here. Your balls are happier than those at Versailles. O, I do not want to go back! I have there either the lonely country and the cold, *triste* chateau or else that stiff court of the king—Versailles all painted ceilings, mirrors and whispered intrigue, or Paris, or narrow streets and noisy cobblestones. But in your so lovely New York there are country houses in the city, the village of Greenwich with the river, and the Bouwerie; and also there are merchants and shipping and balls—

*Diantha:* And officers. Yes, I know. But the officers will soon be gone, and what will the balls be then? No, I for one should like to be with Mr. Franklin at the court of your king—at least for a while.

*Michelle:* Will you not, perhaps, have a king of your own, now that you have a new country which is not English? Will not your great General be the new King George?

*Polly:* (entering, with her bonnet on at the door

R) What! Royalist plots! Mademoiselle, your compatriot, the Marquis de Lafayette, would not have said that. He knows that a king we do not want. Have you not heard that, when some of the General's soldiers, with not very wise love, offered to make him a king, he sternly refused? We are, Mademoiselle, the free and independent States of America, and so I hope you will tell your noble friends when you return home. (She sweeps a curtsey and walks down R, her head in air.)

*Betsy:* Faith, Polly, and you need not be so hot-headed. Michelle has just told us how she loves America and dreads the court of France. I daresay she would much rather live in a country which has no king.

*Michelle:* My duty, Polly, is to my king and France—yet I could be very happy here.

*Polly:* I am truly sorry, Michelle, that I was tart with you. I am, Father says, often more patriotic than prudent.

(A knock is heard, not very near. All listen. There is a murmur of voices and in come a whole bevy of girls, wearing bonnets and wraps: Clarissa, Patty, Lucy, Annetje, Freda. They enter by the door R., bursting in enthusiastically. The other girls greet them, in a little confusion of voices.)

*Clarissa:* Girls, do hush a minute. I want to tell Diantha the news. (Noise of voices subsides.)

*Clarissa:* There is to be a ball for the officers before they disperse.

*Polly:* A ball! O when?

*Betsy:* Where?

*Clarissa:* Immediately. Tomorrow night. In the Long Room of Fraunces' Tavern.

*Polly:* Oh! Where only yesterday the General bade farewell to his officers! They wept then—how could they dance there now?

*Lucy:* Well, 'tis a public house, not a church—they cannot set it aside for a shrine. Worthy Master Fraunces must do business if the carpet is bedewed with the tears of your hero from—

*Freda:* Hush, Lucy, you shall not tease her. You know it is a far way from here to the Carolinas,—

*Polly:* I thank you, Freda. But 'tis not to the Carolinas but to dark Kentucky he goes.

*Annetje:* Well, are we all to go to the ball, whether with smiles or tears?

*Patty:* Surely we will—to rejoice that there is no more war—

*Annetje:* Then I say we had best practice walking the new minuet, and not stand here talking of deep and sorrowful matters.

*Diantha:* An excellent plan. Come, girls, let's make a set. How many are there? But, Lud, I had forgot your bonnets and pelisses. Give them to me and I will put them in the music room. (She goes from one to another, Betsy assists her, and they take the wraps out through the door L.)

*Clarissa:* One, two, three, four, five, six, seven, eight—and Michelle makes nine. Well, I shan't dance.

*Michelle:* Au contraire, Clarissa, it is I who will not dance, for I shall play. The harpsichord is heard very well, from that room (pointing L.) in this, and you will dance the best if you need not sing the music.

*Polly:* How kind you are, Michelle. (She takes her hand and shyly kisses her.)

*Michelle:* Thank you, cherie—now I go. (She goes out door L.)

(Diantha returns as soon as Michelle has gone out.)

*Clarissa:* Take your partners for the set. Longways like this (points from one side of stage to the other.) Who will be gentlemen?

*Lucy:* I

*Betsy:* I.

*Patty:* I.

*Diantha:* And I. Polly, will you make believe I come from Kentucky?

*Polly:* (Curtseys.) With pleasure. (They take places at head of the set.)

*Patty:* Freda, do I look like enough to that young orderly of General Von Steuben to give you pleasure in walking this dance with me?

*Freda:* Minx! Yet I will walk it with pleasure. (curtseys. They become second couple.)

*Lucy:* (Bowing before Clarissa.) Will you walk this dance with me, Mistress Clarissa, even though I am not a gentleman with a more Polish name even than Pulaski?

*Clarissa:* Don't be silly, Luce—you know I don't care anything about him. (Curtseys, takes Lucy's arm, and they join the set.)

*Betsy:* As for us, Annetje—we'll content ourselves with New Amsterdam—I have been told I look like old Peter Stuyvesant—though I swear we are only English—so I'll say my name is Dietrich Van—

*Annetje:* (Curtseys.) So of course I will dance with you. (They take their places.)

*Diantha:* (Calling.) We are ready, Michelle, if it please you to begin.

*Michelle:* (Outside.) I begin.

(Music and they dance. They should dance with smiles and coquetry on the part of the "ladies," and gallantry a little exaggerated from the "gentlemen." About half way through the dance, Dorcas appears in the doorway, R. The music continues till Diantha sees Dorcas, motions to the girls to stop, and calls. Directions for Minuet see page 571.)

*Diantha:* Michelle!

*Michelle:* Yes?

*Diantha:* Stop, please.

(The girls stand in their places, a little embarrassed.)

*Dorcas:* (Coming forward.) Thy black Cato sent me in here, Diantha. But indeed thee need not stop thy dance for me. Thee knows we Friends do not judge others. Because it seems not good to me for me to dance, makes no reason that I should forbid others. Go, on, pray do.

*Diantha:* Dorcas, "thee is a dear." Sit down, then, and let us finish. There is a ball tomorrow night, did you know? And we must dance our best to bid the soldiers farewell.

*Dorcas:* I knew of the farewell, if not of the ball. Do thy dance; then I shall hear more.

*Diantha:* (Calling.) Michelle, will you go on from where you stopped?

(The music proceeds and the dance is at its last steps, when Rebecca appears in the door, R. Dorcas sees her first, and smiles slyly at the sight of the Puritan girl's shocked expression. At the last curtsy, Clarissa looks up and sees her also.)

*Clarissa:* O girls!

(All look toward the door, and straighten up in some confusion.)

*Diantha:* (Going over to Rebecca.) Welcome, Rebecca, even though I see you do not approve our occupation. Come in. (Leads her to a chair, the others break up the set and stand or sit in groups.)

*Rebecca:* I cannot but disapprove this worldliness, Diantha. But indeed, New York is full of such frivolity, and I must needs make the best of it till I return to Salem. Still I mean not to be discourteous for I do like you all, if I do not approve your amusements. Did you know that the General has gone?

*Polly:* Did he really go? Is he not staying for the ball?

*Rebecca:* Yes, he is gone. You must know how he has longed to return to Mount Vernon—as I have longed for Salem. And, by the way, Father will take me home one day this week.

*Diantha:* We are glad for you, Rebecca, but sorry to lose you. Now tell us more of the General's departure.

(At this point Michelle enters and joins a group.)

*Rebecca:* Father, of course, was at Fraunces' with all the other officers to bid the General farewell. For he had announced that he would leave that day.

*Michelle:* But it was only yesterday, the fourth of December!

*Rebecca:* Why, so it was only yesterday! We have been so busy since! Well, the officers were there in the Long Room when he arrived. My father said they spoke hardly a word to each other, but thought only of the parting. So he entered. He stood a moment and said (I do not remember the words, but something like this): "It is with love and gratitude I leave you. May your later days be prosperous and happy as your former ones have been glorious and honorable."

*Polly:* No long speech, no fine phrases. How like him!

*Rebecca:* Then he said he would be obliged if each of them would come and take him by the hand. First General Knox, who was nearest, and after him every officer in the room, came forward to embrace him. When everyone had kissed him they were all in tears.

*Betsy:* Isn't it strange, we longed for the end of the war, in which the soldiers suffered and endured so much, yet now it is over they and we too are sad.

*Clarissa:* Do you remember how the day the Declaration was read, men tore down the statue of King George in Bowling Green?

*Patty:* Yes, and how it was melted into bullets to destroy his hated soldiers?

*Lucy:* How long it seems since then! Sometimes I thought the war would never end—and here it is, two years since the surrender at Yorktown.

*Polly:* When the British held New York—it almost seemed we could not win.

*Diantha:* What must the General have thought at Valley Forge?

*Dorcas:* He prayed. 'Twas my uncle who overheard him praying in the woods. He came home and told my aunt that we should surely win.

*Rebecca:* And then in the Spring, Baron Von Steuben drilled the ragged troops. Freda, you may well be proud that your father is of the Baron's nationality. He is our true friend.

*Diantha:* And that Michelle's father came with Lafayette.

*Michelle:* Even if he did come partly because I was too long visiting the De Lancey cousins, and he was lonely for me. But, O he loves your General and your country, even as the Marquis loves them.

*Clarissa:* Do not tease me about Poland if I remind you, as you name the foreign aid, what General Kosciuszko has done to help us.

*Lucy:* All brave gentlemen, these foreigners, all proud to serve under Washington.

*Diantha:* Rebecca, you have not told the last of your story. How did he go?

*Rebecca:* With one last look at the grieving faces of his silent comrades, he turned and left the room. Downstairs, outside the door, a corps of light infantry was drawn up on either side of the path, standing at attention. Silently he walked between them and on to Whitehall where a barge was waiting. All the officers followed him still silent. By the water a great crowd had gathered

*Lucy:* What a pity that we girls were not allowed to go out for such a gathering!

*Rebecca:* We might have gone safely. They were orderly and sad. He got into the barge, and when he was well out he stood up and waved his hat in a last farewell. Some people left then, but most of his officers strained their eyes across the Hudson till they thought they saw him land on the Jersey shore.

*Clarissa:* May he have the quiet and peace that he so well deserves!

*Betsy:* They say he cannot for long. His country will need him again.

*Dorcas:* Then he will come back to us.

(A voice outside calls: 'Diantha, I want you a moment.')

*Diantha:* Yes, Mother. (She goes out, door L. A moment's silence. She returns.) Michelle, I have news for you.

*Michelle:* O, what? Is it good?

*Diantha:* I am sure you will say so. My mother



has a note from your father. He says: (reads) "Tell Michelle not to hurry back this afternoon, but to stay to supper if she likes. We need not pack to sail on Monday for France. At the suggestion of General Washington, I have been granted a tract of land in northern New York, and here I stay—a citizen of the United States."

*Michelle:* No more gloomy chateaux! I, too, am an American.

*Rebecca:* May God Bless the General!

*All:* Amen!

### CURTAIN

#### Notes on Production:

The setting can be any school platform which has doors Right and Left of the stage. If you have only one, central door, change the words and stage direction a little to fit conditions. Set the stage as attractively as possible. "Period" furniture of course helps. There are so many imitations of Early American styles that suitable chairs and tables can probably be collected. Use as little furniture as possible to make the room attractive. The stage is really "dressed" by the pretty frocks of the girls.

No curtain is necessary although if you have one it is a little more effective for the final tableau. If you have none—hold the picture a second, then break up informally and join the audience.

The costumes are those made familiar to us by innumerable pictures. There are paper patterns for making them very nicely. Use whatever your means permit—all the way from taffeta, to sateen and paper cambric to flowered Dennison crepe paper. Bonnets may be made of the paper. Wraps can all be circular capes or almost any loose evening capes of the present fashions. There may be small fur muffs. The time is afternoon, so the dresses while pretty and colorful, need not be elaborate.

The harpsichord off stage is of course a piano. It is possible for the performer to touch the keys so that the sound is the plucked string timbre of the harp, the desired effect. The minuet is appended.

The play should be acted as slightly and naturally as possible, with sincere emotion in the mention of the General. See that the minuet is danced with all the grace and "style" that can be put into it. Good standing positions are essential, both for that and in general to make the costumes look right.

## A Minuet

ARRANGED BY

ELIZABETH HINES HANLEY

The keynote of the Minuet is stateliness with grace. In the walk the body should be erect, slightly back and the head held high. The salutation is a low court curtsy for the lady and a deep court bow for the gentleman. The tap is made with pointed toe, very lightly to the side. The point is made in the same manner and held for the count instead of tap. The entrance to the dance should be formal and in time to the music until the dancers are in position for the dance. Dancers are usually placed in sets of eight—4 men and 4 ladies—and as many sets may be used as the stage will accommodate without crowding.

*First Figure*—Salutation, 6 counts—3 bending and 3 rising. Gentleman takes lady's left hand in his right. She holds skirt out with right hand. Walk 3 counts, Tap 3 counts, Walk 3 counts. Tap 3 counts. Walk 3 counts. Tap 3 counts. Salutation 6 counts.

*Second Figure*—Lady's left hand in partner's right hand held high. They circle each other in their places. Walk 3 counts, Point 3 counts. Walk 3 counts. Point 3 counts. Walk 3 counts. Point 3 counts. Hold point and rise on toes, 6 counts.

*Third Figure*—Partners separate—ladies going to right and gentlemen to left. They look over shoulders at each other in coquettish manner. Walk 3 counts. Tap 3 counts. Walk 3 counts. Tap 3 counts. Walk 3 counts. Tap three counts. Point 6 counts looking at each other as above.

*Fourth Figure*—Partners still separated, circle in places. Walk 3 counts. Point 3 counts. Walk 3 counts. Point 3 counts. Walk 3 counts. Point 3 counts. Hold point and rise on toes, 6 counts.

*Fifth Figure*—Partners approach each other from left and right. Walk 3 counts. Point 3 counts. Walk 3 counts. Point 3 counts. Walk 3 counts. Point 3 counts. Hold point 6 counts.

*Sixth Figure*—Repeat first figure.

*Seventh Figure*—Gentlemen to the center and ladies to left and right. Walk 3 counts. Tap 3 counts. Walk 3 counts. Point 3 counts. Walk 3 counts. Tap 3 counts. Hold and point 6 counts.

*Eighth Figure*—Gentlemen join extended hands in arch. Ladies walk left and right to the arch and pass through. Walk 3 counts. Tap 3 counts. Walk 3 counts. Point 3 counts. Repeat until all ladies are through the arch. Then they separate and go right and left to their proper positions.

*Ninth Figure*—Gentlemen drop hands and stand in position for their partners. They walk toward each other 3 counts, tap 3 counts. Walk 3 counts. Point 3 counts. Salutation 6 counts. Exit to music, walking in time as for entrance.\*

### Music Suggestions

#### PATRIOTIC SONGS

*The Star Spangled Banner*

*America*

*Yankee Doodle*

*Hail, Columbia.* This song in its original form was the march played when George Washington was inaugurated.

A word sheet of *Ten Patriotic Songs* including the above selections may be obtained from the Community Music Service of the Playground and Recreation Association at the rate of \$.80 per hundred.

#### SONGS BY FRANCIS HOPKINSON

Francis Hopkinson, one of the signers of the Declaration of Independence, was America's first composer. The following songs, edited and augmented by Harold Milligan, have been published in book form by The Arthur P. Schmidt Company. A picture of Francis Hopkinson and biographical data regarding the composer is also to be found in this collection. Price \$1.25.

*My Days Have Been So Wondrous Fair.* This selection is Hopkinson's first song and the first musical composition written in America.

*O'er the Hills*

*Beneath a Weeping Willow's Shade*

*Come Fair Rosina*

*My Generous Heart Disdains*

*The Traveller Benighted*

#### OTHER MATERIAL SUITABLE FOR CHILDREN

*George Washington*, a unison song in the collection of *Calendar Songs* by Mrs. R. R. Forman, published by J. Fischer & Bros., price

\*Music of the Minuet from "Don Giovanni" by Mozart, may be secured from G. Schirmer, 3 East 43rd Street, New York, price 25 cents.

\$. 75. An excellent song in march time, ranging from E flat to F. May also be obtained in octave form, Octave No. 3442, price \$.10.

*Hail to the Father of Our Country!* A fifteen minute program of dialog, action and song in Volume 1 of *Holiday, Action and Dialog Songs*. Requires one very small boy, ten boys of uniform size, one girl. Song is in unison. Costumes are of the period. Published by M. Witmark & Sons. Price \$1.00.

#### APPROPRIATE POEMS

*Washington's Birthday* by Oliver Wendell Holmes

*Washington's Birthday* by Margaret E. Sangster

*Washington-Month* by Will Carleton

*The Vow of Washington* by John Greenleaf Whittier.

*Washington's Name in the Hall of Fame* by Margaret E. Sangster

*The Twenty-second of February* by William Cullen Bryant.

*Washington's Birthday* by Robert Haven Schaufler. An excellent collection of prose and verse relative to the history, observance and spirit of Washington's Birthday. Also selections from Washington's speeches and writings. Dodd, Mead & Co., price \$2.00

### Plays Suitable for Junior Groups

*The First in War*, a playlet in one act. Cast includes General Washington, a Captain, a Lieutenant, several soldiers, men and women. Time—1775. Under the Washington elm at Cambridge, George Washington takes command of the army. Runs about five minutes.

*Our First Flag*, a playlet in two scenes. Character: Mrs. Betsy Ross, her daughter, General Washington, Robert Morris and a Captain. Scene—Home of Betsy Ross. The play depicts the story of the first American Flag. Plays about ten minutes.

*The Great General's Lesson to the Little Corporal*, a playlet in one act. Washington's Army Camp. Characters: General Washington, Corporal Jones, soldiers, General Washington makes clear to the Corporal that an officer should not ask of his men a task which he himself is not willing to perform. Plays about five minutes.

The above mentioned plays are found in *Little American History Plays for Little Americans* by Eleanore Hubbard. The book contains twenty-eight additional patriotic plays. Published by Benjamin H. Sanborn Co., price 84c.

*The Price of Liberty* from *Citizenship Plays* by Eleanore Hubbard. Five Boys. Characters: George Washington, General Knox, Thomas Jefferson, Edmund Randolph, Alexander Hamilton. The play portrays these well known men endeavoring to solve one of the most difficult problems which confronted our young government after the Revolution—how to raise money and how to make its credit respected in other countries. The book contains a collection of thirty other patriotic plays. Benjamin H. Sanborn & Co., price \$1.00.

*The Man Who Bore the Burden or General George Washington.* A play in four acts which splendidly portrays many of the important events in the life of George Washington. Each act is complete in itself and may be presented as a short play.

Act I—depicts Washington's daring journey across the Delaware and the resultant surrender of Colonel Rall and his men.

Act II—pictures the desperate straits of Washington's men at Valley Forge in 1778. In this act General Washington refuses to risk his men in a useless attack on Philadelphia and also refuses to surrender.

Acts III and IV—show General Washington beloved by all tendering his resignation from the army to General Mifflin, President of Congress.

The play may be found in *Dramatized Scenes from American History* by Augusta Stevenson. Six other patriotic plays are included in the book. Houghton, Mifflin Co., price \$1.00.

### Plays Suitable for High School and Community Groups

*George Washington's Fortune in Patriotic Plays and Pageants* by Constance Mackay. 5 boys, 1 girl. This play deals with Washington's youth, when as a young surveyor he had his fortune told by the gypsy Red Rowan. Suitable for junior high school. Runs about one half hour. Seven other plays are contained in the book. Henry Holt & Co., price \$1.35.

*The Birth of a Nation's Flag* by Ellen Jess. 13 women, 6 men. Runs about 20 minutes. The well known story dramatized in an unusual manner. The scene is laid in the workshop of Betsy Ross and a charming picture is given of her young assistants working on the flag. George Washington

himself calls for the flag and graciously expresses to Mistress Ross his appreciation. Eldridge Entertainment House, price 25c.

*A Brave Little Tomboy* by E. F. Guptil. 3 scenes. 7 men, 6 women. Plays about one hour. Soldier and colonial costumes. Nancy, the acknowledged tomboy of the town, proves that she also has courage and daring by outwitting the British soldiers and successfully carrying an important message to Washington. Eldridge Entertainment House, price 35c.

*George Washington at the Delaware* by Percy MacKaye. This dramatic Action consisting of one act and a prologue is an excerpt from Mr. MacKaye's play *Washington: The Man Who Made Us*. The cast includes six men and two children, also the voices of many unseen people. The prologue may be omitted. The principal characters introduced are Thomas Paine, Lt. James Monroe, General Washington and Alexander Hamilton. This play is especially adapted to the use of high schools and colleges. Samuel French, price 50c. Royalty \$10.00.

*The Doll that Saved an Army* by Edyth M. Wormwood. An historical play in four scenes. 12 boys, 6 girls. A patriotic American girl poses as a very young country girl and succeeds in taking important papers to George Washington by tucking them inside the head of a doll she carries. Costumes of the Revolutionary period. The character of George Washington is introduced together with some very delightful comedy. Runs about two hours. Walter Baker, price 25c.

*Washington's First Defeat* by Charles Nirdlinger. 2 women, 1 man. This is a gay little comedy in one act, dealing with a first love affair of Washington. Simple interior scene—colonial setting and costumes. A few of the lines may have to be cut, but in the main the dialogue moves quickly and sparkingly. Samuel French, price 30c.

*Washington and Betsy Ross.* Play in 1 act by Percy MacKaye. 3 males, 2 females. Interior scene. The play has been arranged by Mr. MacKaye from one of the scenes in his long play, "Washington, the Man Who Made Us." A delightful episode of the making of our first flag. Samuel French, price 50c. Royalty \$10.

*Young Washington at Mount Vernon*, play in 1 act by Percy MacKaye. 12 males, 6 females, several extras. Plays 1½ hours. The play shows in entertaining fashion a number of scenes from the youth of Washington, in which the young man stands forth as a very human and likeable person.

Samuel French, price 50c. Royalty \$10.00.

Suggestions for Washington's Birthday Entertainment, including readings, dialogues, drills, songs, pantomimes, stories and plays may be found in the following books:

Werner's "*Washington Celebrations*," readings and recitations No. 49. Edgar S. Werner & Co., price 60c.

*Washington Day Entertainments* by Jos. C. Sindelar. A. Flanagan & Co., price 40c.

*How to Celebrate Washington's Birthday*. Published by Penn Publishing Co., price 35c.

*Pieces and Plays for Washington's Birthday* by Grace B. Faxon. Owen Publishing Co., price 40c.

### Addresses of Publishers

Walter Baker & Co., 41 Winter Street, Boston, Mass.

Dodd, Mead & Co., 4th Avenue & 30th Street, New York City.

Eldridge Entertainment House, Franklin, Ohio

J. Fischer & Bros., 119 West 40th Street, New York City

A. Flanagan & Co., 521 S. Laflin Street, Chicago, Ill.

Samuel French, 25 West 45th Street, New York City

Henry Holt & Co., 1 Park Avenue, New York City

Houghton, Mifflin Co., 16 East 40th Street, New York City

Owen Publishing Company, Dansville, New York  
Penn Publishing Co., Filbert Street, Philadelphia, Pa.

Benjamin H. Sanborn & Co., 15 West 38th Street, New York City

G. Schirmer, 3 East 43rd Street, New York City

The Arthur P. Schmidt Company, 8 West 40th Street, New York

Edgar S. Werner & Co., 11 East 14th Street, New York

M. Witmark & Sons, 1650 Broadway, New York City.

## A New Park for Clarksburg

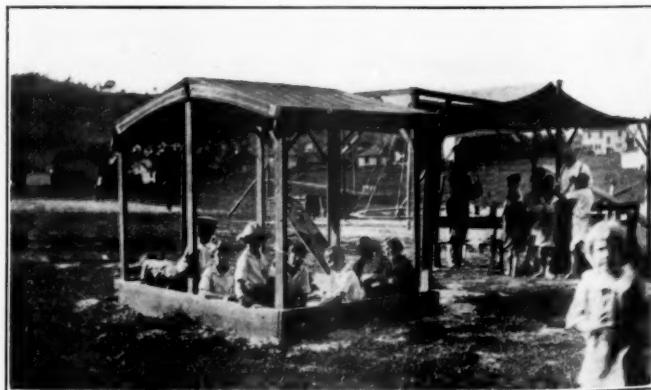
Impressive ceremonies marked the dedication on Armistice Day of Jackson Memorial Park at Clarksburg, West Virginia. This park, a gift of the T. Hale Sample Post No. 35, American Legion, is to be used as a playground for children. Adjoining it is the old Jackson Cemetery.

Harrison Gray Otis, City Manager, in making the dedicatory address, said, "Our forefathers fought for certain inalienable rights, among which are life, liberty and the pursuit of happiness.

"Wisely they added the last, for without a fair chance for happiness life becomes a mockery and liberty has no meaning.

"We are setting aside a part of this land for the pursuit of happiness. We are establishing here a playground, in order that our children and the children of those who come to us from other lands, may learn the lessons of fair play, of obeying the rules of the game, of clean competition, of friendly cooperation, of community teamwork, of good American citizenship.

"I know no better way to honor the memory of those who rest beneath yonder trees than to convert this adjoining tract into a playspot where the laughter and shouts of happy children may serve as a joyous vindication of the struggles and the triumphs of yesteryear."



JACKSON MEMORIAL PARK, CLARKSBURG, W. VA.

The value of music in connection with character building is largely that of putting the mind in tune, in proper mental condition, for the reception of great ethical principles. Music, in itself, is something quite apart from ethics, but when the two are combined, the effect is like that of turning a mighty electric current on a piece of idle machinery.—James Francis Cooke, *Detroit Educational Bulletin*, December, 1926.



## Chicago South Park Devises New Scoring Tables for Athletic Measurements

Recreation executives will be interested in the research being carried on by V. K. Brown, Superintendent, Playgrounds and Sports, Chicago South Park Commissioners, in the preparation of scoring tables for athletic measurements. These tables will be published as soon as a sufficiently large number of records have been received to permit of the making of a standardized table.

Says Mr. Brown, "The scoring table has proved itself so perfect a means of placing achievement on a new type of weighing device which tells us in a new sort of measuring unit exactly what that achievement amounts to, that as fast as it is possible to assemble records, we intend to cover the entire field of physical activities, so that we can apply the scale to any type of achievement and tell the performer what he rates, in view of his age and physical limitations. It was a theory to begin with. We applied it to four athletic events during the summer, and the correlations were so perfect as to be almost uncanny. Our theories with respect to it proved themselves statistically, and are now going ahead applying the principle to the first game which we have undertaken to subject to this treatment—football.

"Football is a game over which the press and public interest conspire to make boys excited during the Autumn, and heretofore we have let their enthusiasm run down a sewer pipe and escape, whereas we should have utilized that enthusiasm long ago, but we lacked the means of doing it. We could not encourage boys actually to play the game; they had no business playing the game. Most of the casualties of the game come from boys, immature as to physique, and ignorant as to protective means and proper technique playing it. Consequently, the boyhood of the nation has been out on the back lots, putting up a mongrel imitation of the game, not countenanced by either their physical advisors nor their recreational leaders, learning bad habits, both of sportsmanship

and of technique, and ending their season each year probably worse off than when they started.

"We went to Mr. Stagg of the University, and he gave our instructors the fundamental proprieties as to the physical habits to acquire in performing four of the ball handling events in the game,—namely, the Drop Kick, Punt, Kick from placement, with the ball resting free on the ground, and Forward Pass. Instructing our lads in these four events, we are now progressing with a series of four repetitions of a weekly test in the four events, scoring the lads as to their performance each week, and giving them a celluloid button which shows their rating, and their week to week improvement as they step up into higher and higher performance levels.

"Scored according to age, this eliminates the age factor and places each of the boys on his own, where the point score indicates his respective relationship to his own age standards, and the ten-year old boy is able to compare himself with his eighteen year old competitor, on a basis of equality.

"We must proceed to level out other factors in addition to age, as rapidly as possible, to make the rating an absolutely just one. A boy physically may be a twelve year old, whereas chronologically he is only aged ten. But by studying and standardizing the physical characteristics of each age group, it is comparatively easy to work out the norm and deduce departures from the norm, in terms of the age tables. Having done this, we can measure in the absolute, and it is only a question of securing a sufficient number of records until we can express uniformly any achievement in its point values, and compare its absolute value, whatever the physical status of the performer, comparing also performance in one sport or game with performance in any other.

"This winter we shall go into basketball tests, volley ball tests for both boys and girls, indoor gymnastic and athletic events, stunts, some apparatus events and perhaps some of the better known indoor games, and in the spring we shall start with baseball and swimming. Out of doors during the winter we shall take up skating and hockey, and during the summer roller skating, marble shooting, tennis, soccer, horseshoe pitching, track and field events, and possibly some of the other physical activities."

## A Survey That Is Different

A real contribution to the literature of the recreation movement has been made in the report of the survey of Buffalo's recreation facilities—a study conducted by the Buffalo City Planning Association under the direction of L. H. Weir of the P. R. A. A. and published as a joint enterprise by the Department of Parks and Public Buildings, The City Planning Committee of the Council and the City Planning Association.

While many of the facts are of purely local interest, there is so much practical information on home play, layout and equipment of playgrounds, recreation financing, extra curricula activities and similar subjects that the report will have great interest for recreation workers everywhere. A suggestive section of the book is that on efficiency and the factors which make a recreation system effective.

The study is grouped under the following chapter headings: Distribution of the Population; Home Play and Recreation; City Streets as Play and Recreation Areas; Business and Industry; Commercial Recreation; Organization and Administration of Public Recreation; Financing Public Recreation Facilities and Activities; and Private Facilities and Activities.

The local groups publishing the report have generously offered to distribute copies without charge as long as the supply lasts. It is suggested that anyone desiring a copy write immediately to Miss A. Edmere Cabana, Secretary Buffalo City Planning Association, 110 Delaware Avenue, Buffalo, New York.

## WEAF Broadcasts Recreation Talks

A series of talks on recreation themes given under the auspices of the Playground and Recreation Association of America, are being broadcast over WEAF by the National Broadcasting Company. A number of the leading recreation workers in the country are taking part in the series.

Jay B. Nash, Associate Professor of Recreation and Physical Education at New York University, will speak on the topics, "After School

Play for Boys and Girls" and "The Backyard Playground." Professor Elmer Berry, formerly of the Y. M. C. A. College at Springfield, Mass., and now on the faculty of the National Recreation School, will discuss "Winter Sports." Sigmund Spaeth will talk on music. The topic, "Home, Neighborhood and Community Dramatics," will be handled by Barrett Clark. Captain Percy Creed, secretary of the Sportsmanship Brotherhood, will have "Play and Sportsmanship" as his theme. Several of the staff of the Playground and Recreation Association will also give talks.

These speakers may be heard at 11:40 a. m. on alternate Wednesdays. A list of the dates and topics follows:

\*October 13—Introductory talk with five minutes on Hallowe'en suggestions

\*October 27—Home Play Night

\*November 10—Thanksgiving

\*November 24—After School Play for Boys and Girls

\*December 8—Christmas

\*December 22—Winter Sports

January 5—Dramatics

January 19—Handicrafts

February 2—The February Holidays

February 16—Play and Sportsmanship

March 2—Hobbies

March 16—Home and Community Music

March 30—Children's Gardens

April 13—Nature Study

April 27—The Backyard Playground

May 11—The Community Playground

May 25—Hikes

June 8—Family Picnics

June 22—Vacation Days

\*Talks already given.

## Hamilton Mabie Playground

(Continued from page 536)

which has been placed in the side of the huge boulder topped by a sundial.

MABIE MEMORIAL PLAYGROUND

A Community Gift to the  
Children of Summit

In Memory of

HAMILTON WRIGHT MABIE

An Honored Citizen

A Friend of Children

A Noted Author

## Book Reviews

**PRIMARY GYMNASTICS.** By Niels Bukh. Published by E. P. Dutton and Company, New York City. Price, \$2.25

In 1923 Niels Bukh came to this country with a group of his students from the folk school and gave a number of remarkable demonstrations of his work. Last summer a group of physical educators from America went to Ollerup, Denmark, and studied with Niels Bukh his system of gymnastics.

In *Primary Gymnastics*, Mr. Bukh outlines a system which in his estimation offers a "fundamental basis of exercises leading to efficient health." Many illustrations and tables add to the value of the directions given for the various exercises.

**YELENKA THE WISE AND OTHER FOLK TALES IN DRAMATIC FORM.** By Anne Charlotte Darlington. Published by The Woman's Press, New York City. Price, \$1.50

These charming folk tales in dramatized form, based on old legends of nine different countries, were intended primarily to give the foreign-born an opportunity to express for us in this country something of the life and color of their nature background. They are, however, equally well suited to American groups and are sufficiently advanced to appeal to senior high school and community groups.

The plays may be used for reading and acting without royalty charge.

**THE RECREATIONAL LEADER'S CARD-KIT (No. 380).** Published by Roy D. Young, 363 E. 21st Street, Brooklyn, N. Y.

An exceedingly convenient "pack of recreational suggestions" is this file of 150 cards 3" by 5", each of which contains suggestions for social recreation—an ice breaker, a game, a stunt, a song or an invitation. There are too, a number of miscellaneous suggestions and a bibliography. The cards are classified according to the type of activity, and as new ideas are suggested blank cards of the same size may be filled out and inserted in its proper place.

**REVUES, A Book of Short Sketches,** Edited by Kenyon Nicholson. Published by D. Appleton and Company. Price, \$1.50

This collection of revue sketches is the first of its kind to appear in this country. It has been published in answer to hundreds of requests from little theatre directors for suitable short humorous material with which to enliven their repertoire. The majority of these little plays, many of which are in reality "stunts," have been chosen from among those which have appeared in the most popular of the Broadway revues.

Directors of amateur dramatics will welcome this compilation of sketches which not only have entertainment and laughter, but in book form make most amusing reading.

**CALISTHENICS.** By S. C. Staley. Published by A. S. Barnes and Company, New York City. Price, \$3.00

S. C. Staley, author of *Games, Contests and Relays* and *Individual and Mass Athletics*, has made another important contribution in this book which outlines modern methods of free exercise instruction in calisthenics. The author calls attention to a chapter devoted to a critical analysis of representative drills, in which the main faults of present teaching are outlined. He also points to the fact that the "at will" method presents a new procedure for teaching calisthenics.

The book contains many illustrations and a section on *Model Lessons for Normal Groups* for children six to seven years of age to middle-aged men.

**OFFICIAL BASKETBALL GUIDE 1926-27.** Spalding's Athletic Library, No. 700x. Price, 35¢

This booklet contains the official rules for basketball as codified and adopted by the Joint Committee representing the National Collegiate Athletic Association, the Y. M. C. A. and the Amateur Athletic Union.



Gymnasium  
Apparatus

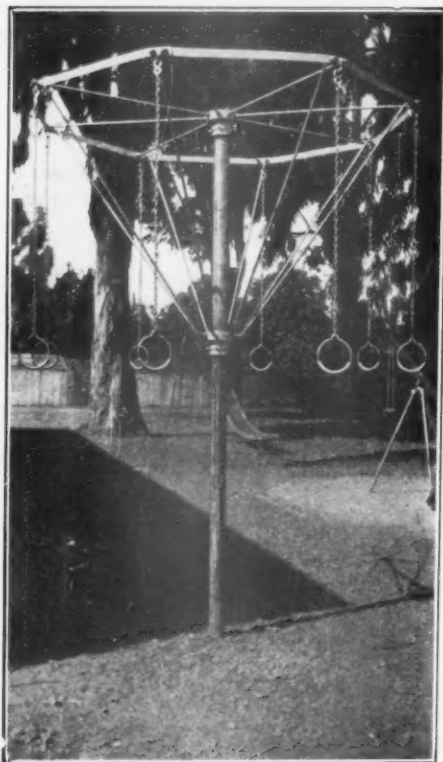
Playground  
Apparatus



## Your Playground Needs... Now... a Spalding Junglegym

Every child needs outdoor *upper body* exercise . . . more in the cool seasons than in summer. Junglegym is the ideal Play-Gymnasium for Playgrounds. Instinctive fun and exercise for large groups in small space. Five years' use proves it absolutely safe. Price \$190.

*A. G. Spalding & Bros*  
Playground Dept.  
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## A Child's Principal Business Is Play

*Let us help to make their play Profitable*

Put something new in your playground.

On the **Circle Travel Rings** they swing from ring to ring, pulling, stretching and developing every muscle of their bodies. Instructors pronounce this the most healthful device yet offered.

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in open places Solvay Calcium Chloride should be applied to the surface in order to prevent discomfort caused by dust.

### **SOLVAY CALCIUM CHLORIDE**

is being used as a surface dressing for Children's playgrounds with marked satisfaction.

It will not stain the children's clothes or playthings. Its germicidal property is a feature which has the strong endorsement of physicians and playground directors. Solvay Calcium Chloride is not only an excellent dust layer but at the same time kills weeds, and gives a compact play surface. *Write for New Booklet 1159 Today!*

**SOLVAY SALES CORPORATION**

*Alkalies and Chemical Products Manufactured by the Solvay Process Company*  
40 RECTOR STREET NEW YORK



## A Notable Gift

(Continued from page 552)

parks and playgrounds system. It is estimated that the levy will produce approximately \$22,000 a year, a sum which will be adequate for current recreation expenses but insufficient for much needed permanent improvements in the parks, such as swimming pools, bath houses, tennis courts, landscaping, road building, and the like.

"Impressed as I am with the benefits to flow from a popularization of the parks, and realizing that the acreage we now have cannot be utilized to the utmost unless there is more money to be had in addition to the proceeds of the levy so generously voted, I have decided to establish a fund of \$200,000 to be expended immediately for the improvement and beautification of the park land of the city of Canton, under the direction of the present board of park commissioners."

The news of Mr. Timken's gift brought forth words of warmest praise and gratitude from leaders in civic, educational, religious, professional and business life in Canton. An editorial in the Canton News, commenting on the establishment of the fund, stated: "Much is heard about the changing viewpoint in the world, and there is more worry than necessary because the older generation does not understand the younger. All that is needed is a recognition that the younger generation should be given decent opportunities—that is, they should be provided with proper living conditions, educational facilities, and places for clean sport and exercise. When that is done, we shall need to worry less. The recognition of this fact brought the playground movement; it brought the new tax levy for Canton, and now it has brought the Timken Foundation."

## Open Air Theatre

(Continued from page 538)

the making of costumes and the settings for the plays.

The outdoor theater has been developed through the cooperation of the community at large, with the able assistance of the district superintendent, E. S. Hopson, and the school teacher, Mary Mang. Since the theater was established in 1923, plays have been given by children annually at the close of the school, and at various other times by both adults and children.

—From November issue of *The American City*.

Of Special Interest to  
Americanization Workers

### ENGLISH CLASS PLAYS FOR NEW AMERICANS

By Emily M. Gibson \$1.25

Why and how to use plays to teach English. The first chapter tells in practical detail how to choose and cast the play—how to costume it—all about the rehearsals—how they can be made most helpful in accomplishing the purpose of the play. Then follow simple plays using the everyday English the new American needs to know, dramatizing situations that she will understand. Other plays teach some of the underlying American traditions and ideals.

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### THE CHICAGO NORMAL SCHOOL of Physical Education FOR WOMEN ACCREDITED

Announces  
Midyear  
Classes  
for February

Plan Now  
To Enter  
With No Loss  
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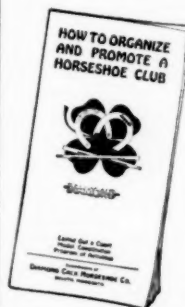
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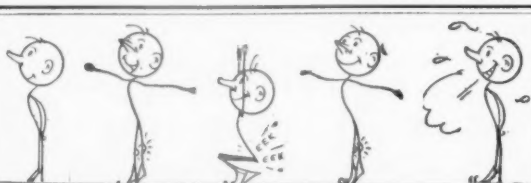
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